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ABSTRACT

Chapter I of this report on interinstitutional cooperation in New York State discusses the development, advantages, problems of and need for interinstitutional cooperation in the State and its priority in the planning effort. The second chapter presents an inventory of cooperative activities in higher education organized by region and priority as viewed by the Board of Regents. Chapter III discusses the contributions these cooperative ventures made to the Regents' priority concerns, such as the improvement of college and university financing and manpower development; the expansion of higher education opportunity; the extension of continuing education; the improvement of teacher education; the improvement of 2-year colleges; and the strengthening of the collegiate level system of libraries. Chapter IV deals with the need to extend cooperative projects to all regions of the State and the need to foster increased implementation of these projects, as well as with some of the financial barriers that retard the adoption of the cooperative programs and the need to make institutional personnel aware of the advantages of such programs. The last chapter provides recommendations for action needed to promote the development of increased cooperation. (AF)

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Interinstitutional Cooperative Arrangements

IN HIGHER EDUCATION IN NEW YORK STATE

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INTERINSTITUTIONAL
COOPERATIVE ARRANGEMENTS IN
HIGHER EDUCATION IN
NEW YORK STATE

A Report Prepared for the

Office of Management Services in Higher Education
New York State Education Department

by

THE COLLEGE CENTER OF THE FINGER LAKES

January, 1970

Conducted Under Contract No. C40285

THE COLLEGE CENTER OF THE FINGER LAKES

HOUGHTON HOUSE / CORNING, NEW YORK 14830

April 3, 1970

Dr. John R. Haines, Director
Office of Management Services
in Higher Education
New York State Education Department
Albany, New York

Dear Dr. Haines:

The report entitled "Interinstitutional Cooperative Arrangements in Higher Education in New York State" is submitted herewith. This report is the result of research undertaken for the Office of Management Services in Higher Education under contract No. C40285. The data reported has been drawn from an intensive study conducted by the staff of the College Center. The information assembled and the conclusions drawn reflect a synthesis of the materials obtained from a wide variety of sources. The study was under the direction of Dr. Fritz H. Grupe, Director of the Research Development Program of the College Center of the Finger Lakes.

This study should be of real assistance in the efforts of your office in its role as the primary state agency for stimulating the expansion of cooperative arrangements throughout the state. It is clear that the growth of these arrangements in numbers and in quality will be making a real contribution to the advancement of many goals which are essential for the most judicious utilization of resources committed to higher education.

Respectfully submitted,

Howard J. Burnett

Howard J. Burnett
President

HJB/mlw

MEMBER INSTITUTIONS — ALFRED UNIVERSITY CAZENOVIA COLLEGE CORNING COMMUNITY COLLEGE ELMIRA COLLEGE
HARTWICK COLLEGE HOBART AND WILLIAM SMITH COLLEGES ITHACA COLLEGE KEUKA COLLEGE WELLS COLLEGE

ACKNOWLEDGEMENTS

The collection of information regarding the more than 425 cooperative arrangements identified in this study could not have been achieved successfully without the help of many individuals at nearly every college and university in the State. It is hoped that the result of their efforts is worthy of the time and energy these persons expended in helping the study staff to identify these projects, and to provide descriptive and evaluative data on each of these arrangements. Specialists within the State Education Department were also particularly helpful in providing similar types of information.

Assistance and support of this project by Dr. John R. Haines and the staff of the Office of Management Services in Higher Education was an essential element in the completion of this study. The leadership role of this Office in encouraging cooperative project development was evidenced in many ways throughout the study.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS IN HIGHER EDUCATION IN NEW YORK STATE

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I

INTERINSTITUTIONAL COOPERATION AS A PRIORITY FOR NEW YORK STATE

The colleges and universities of New York State are being called upon to assume increasingly demanding responsibilities which force them to undertake a redefinition of how available resources can be allocated to achieve the goals of higher education. Teaching, research and community service have come to be interpreted ever more broadly to include objectives and programs which were once foreign to institutions of higher education. Many pressing responsibilities have been accepted as legitimate functions which deserve the full and enthusiastic support of the academic community. The Board of Regents has highlighted and consistently reaffirmed the importance of the most fundamental and far reaching of these responsibilities in the 1964 Statewide Plan which enumerated ten goals for education beyond the high school.

1. Equal and open educational opportunity beyond high school for each qualified person who desires such education, the opportunity to be unrestricted by race, creed, or national origin, and to be available until each person's needs for economic and social self-sufficiency are met.

2. A system of post high school education through graduate and professional levels that will meet New York State's needs for trained manpower and higher educational services related to business, economic, and industrial development, to maintain the State's position of leadership nationally and internationally.

3. Continued growth in extent and quality of service by New York State colleges and universities to meet the State's and Nation's requirements for research and development equal to the demands of this new age marked by cultural, scientific, and technological revolutions.

4. Equalization of post high school educational opportunity available in each economic-geographic region so that factors of cost and accessibility are more even throughout the State.

5. Full and efficient use of available resources in privately and publicly controlled colleges and universities, as well as other units of The University of the State of New York, such as museums and libraries, by encouraging both individual and collective institutional steps toward expansion, cooperation, and continued improvement.

6. Expansion and strengthening of State University of New York and City University of New York to enable each to take a position of leadership among the Nation's public universities, plus a comparable effort directed to the community colleges, to round out the State's system of public higher education.

7. A program of financial support both to public institutions and to individual students which will enable each qualified student to choose an institution appropriate to his needs and interests rather than on the basis of costs.

8. Acquisition of sufficient faculty, facilities, and budgetary support to meet the State's total needs in higher education in respect to both quantity and quality.

9. Acceleration of planning for higher education through an improvement in both quality and quantity of information relating to problems and programs, especially financial, and a more effective communication between State agencies and the individual institutions.

10. Continued improvement in communications among the leadership groups in higher education so that the Regents, college and university leaders, local and state government officials, and business and professional people are well and fully informed of new developments and critical needs in higher education.*

The challenge of structuring quality programs capable of permitting the expansion of higher education to attain these goals while maintaining quality in existing programs can only be accomplished through the most efficacious deployment of higher education's staff, facilities and financial resources.

Attaining an optimum level of resource allocation and distribution has mandated the construction and integration of a variety of responses by federal, State and institutional personnel. The development of suitable responses is, however, clearly not an easy task. There are many factors and considerations which must be accounted for in the structuring of viable approaches to the achievement of even limited goals. Despite the complexity of both the problems and the solutions, efforts to reach these goals must be undertaken. The purpose of this report is to examine one alternative that is being employed to improve the over-all capacity of New York State's institutions of higher education to achieve the ambitious goals they have accepted: that alternative is interinstitutional cooperation.

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*University of the State of New York, The Regents Statewide Plan for the Expansion and Development of Higher Education, 1964. Albany: The New York State Education Department, April, 1965.

In 1964 the Regents pointed out the role interinstitutional cooperation would play in statewide planning efforts.

> In developing new programs and new institutions in an orderly manner, the academic community faces a paradox. The independence and sovereignty of each institution as a unit are necessary and should be fostered; the common interests and general strength of all the colleges and universities as a group or federation of colleges are also essential and to be furthered. Both of the desirable conditions can be preserved by adopting attitudes and taking actions favorable to interinstitutional cooperation. A wise balance of regulation and control on the one hand, and stimulus and encouragement on the other is required.*

Since that time the increased participation of colleges and universities in cooperative arrangements, or consortia, has shown no sign of becoming less necessary or desirable. The 1968 Statewide Plan, for instance, identified interinstitutional cooperation as one of the Regents' priority concerns for higher education. It was their stated objective to provide the necessary leadership needed in this field, so that the State's system of higher education would "develop economically, effectively and in an orderly fashion."

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*University of the State of New York, The Regents Statewide Plan for the Expansion and Development of Higher Education, Albany: The New York State Education Department, 1964, p. 76-77.

All sectors of higher education appear to have recognized the desirability of further interinstitutional cooperation. The Select Committee on the Future of Private and Independent Higher Education, for instance, found that considerable numbers of opportunities were available for colleges and universities to participate in collective actions. To advance the development of concerted efforts to strengthen all of higher education the Select Committee recommended that

> ...a planning grant fund be provided to the Regents annually for the purpose of stimulating interinstitutional cooperation, private and public, and to support other studies necessary for the accomplishment of the State's master planning objectives in higher education.*

The Commission on Independent Colleges and Universities noted in its report to the Board of Regents that the private sector of higher education was involved in a wide variety of joint ventures. The special opportunities available through cooperative agreements were found to have stimulated programs that produced significant contributions to the improvement of the entire system of higher education. The Commission commented

> The evidence is clear...that interinstitutional cooperation by the private colleges and universities, including cooperation with the public institutions, is increasing and presumably paying dividends. It can be expected to grow even more in the years immediately ahead.**

New York's two public university systems are also finding that their participation in projects involving cooperation between their own campuses, as well as with the private sector of higher education, can augment the effectiveness of their own resources. The support of efforts to expand mutually beneficial programs was highlighted in the State University Master Plan of 1968 which recommended

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*Select Committee on the Future of Private and Independent Higher Education in New York State, New York State and Private Higher Education, Albany: The New York State Education Department, 1968, p.44.

**Commission on Independent Colleges and Universities, Statewide Plan for Private Higher Education, New York: The Commission, 1969, p.65.

> Within policies established by the Trustees and the Regents, the University's campuses will be encouraged to undertake new forms of cooperation with other colleges and universities.*

The Board of Higher Education for the City University has reached similar conclusions. The Board's Master Plan for 1968 documented a variety of the major kinds of cooperative activities its units are engaged in and has found these developments to be commendable in meeting some of the internal and external problems that confront both public and private institutions. The emerging pattern of interinstitutional relations was found to satisfactorily address itself to many areas of pressing concern. The stimulation of further coordination of City University of New York programs and operations with those of private institutions was also seen as requiring continued strengthening.

The Board stated

> From time to time, colleges within the City University have established joint programs with private institutions and these programs have operated to the mutual benefit of all of the participants... The University plans to explore additional areas for such arrangements.**

In its attempts to provide a foundation for one form of interinstitutional cooperation the New York State Legislature found it desirable to amend the Education Law to allow the development of regional college cooperative services boards. In passing this legislation the legislature determined that the creation of such boards would serve the needs of both the State and its citizenry. The declaration of this legislation noted

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*State University of New York. Master Plan of 1968, Albany, The University, 1968.

**Board of Higher Education, Master Plan 1968, New York: The City University of New York, 1968.

> The legislature hereby finds and declares that the scarcity of higher educational facilities within the state poses a serious threat to the future of the state's citizens. Recognizing this scarcity and the threat posed thereby, it is the sense of the members of the legislature that the higher educational needs of our citizens can best be served by the enactment of legislation that will allow for the wider use of existing, educational facilities within the state (Section 475, Article 10-D).

New York State has not been alone in its growing awareness of the necessity for exploring areas in which cooperative arrangements can be used to supplant less effective and less efficient academic and administrative programs and procedures. Federal governmental agencies, other state governments and individual philanthropic organizations have recognized that many of the problems confronting institutions of higher education cannot be dealt with adequately by individual institutions. Problems such as improving continuing education, broadening opportunities for the education of disadvantaged students, and guaranteeing open admission to higher education are dilemmas of nationwide importance, matched by serious demands on available and obtainable funds for services, facilities, and personnel. The resultant strain on existing resources requires the identification and exploitation of new pathways to progress in these areas. Several of the primary attempts to stimulate and maintain interinstitutional cooperation should be noted.

At the national level, Title III of the Higher Education Act of 1965 established a program to actively support and encourage attempts by colleges to strengthen themselves through joint action. The primary participants in this program, "developing institutions," were identified in the legislation as weaker institutions, in many instances with predominantly Negro student bodies, which are not presently in the mainstream of higher education. Consortia developed under Title III have conducted some programs by which established institutions assisted the developing colleges to upgrade their capabilities, as well as some programs in which organized groups of developing institutions formed self-help consortia. This portion of the Act is one of the few instances in which federal support has been given for total institutional development, rather than for fragmentary program support. Few institutions in New York State have participated in this program, and at the present time none are involved in Title III projects.

The 1968 Amendments to the Higher Education Act of 1965 contained a title "Networks for Knowledge" which sought to stimulate innovative programs of interinstitutional cooperation. Primary consideration was to be given for projects that demonstrated methods by which colleges and universities could function more effectively. Appropriations for this program were not made to permit implementation of this section of the Act. It should be noted that the passage of the "Networks for Knowledge" title alone stimulated the development of many cooperative projects.

The United States Office of Education has also supported cooperative activities under other programs. Consortium Research Development Programs (CORD) were specifically created to stimulate educational research by faculty members in smaller colleges and universities. Title II, C, of the Higher Education Act of 1965 provides special purpose grants aimed at interrelating library systems through the cooperative purchasing, housing, cataloguing and processing of library books.

The National Science Foundation has initiated a number of programs which permit support for cooperative programs in science education and scientific research. The Computer Services Division has supported the development of computer networks serving the academic and administrative needs of colleges and universities within given geographic areas. Cooperative arrangements have been sought under the College Science Improvement Program to support arrangements by which the resources available can be used to enable participating institutions to establish coordinated and complementary science facilities and academic programs at the undergraduate level. The support of national laboratories such as those at Brookhaven and Argonne provide the basis for major universities to contribute to research needs which are beyond the capacity of individual institutions.

In 1969, the Social and Rehabilitation Services of the Department of Health, Education and Welfare supported several associations of colleges which desired to increase and expand their combined graduate and undergraduate programs in social work. None of these associations were in New York State.

Although references to interinstitutional cooperation appear with increasing frequency in state master plans for higher education, only one state, Connecticut, has thus far enacted legislation to provide financial support specifically designed to solve statewide needs through cooperative action. To attain an economical distribution of physical facilities and to avoid duplicative building programs, legislative authorization and appropriation was made to permit the creation of higher education centers. These centers will provide facilities to be shared by the colleges and universities within particular regions.

The Commission on Private Higher Education in Illinois found that while the many advantages of cooperation are widely understood, many barriers limit the use of this approach. It was felt that the potential for cooperative action could be demonstrated if this state were to provide the monies to finance experimental cooperative arrangements. A recommendation to this effect was made to the Illinois Legislature by the Commission.

Clearly cooperative arrangements of various types in higher education are coming to acquire more demanding responsibilities in the shaping of the future system of higher education. The dilemmas confronting colleges and universities shall be forcing planners to consider this alternative much more seriously than they have had to in the past. The ever-widening acceptance of this notion in institutional decision-making provides a solid foundation from which integrated and voluntarily concerted actions of all sectors of higher education will be nurtured. The pervasiveness of this emerging concept augurs well for the liklihood of bringing about more significant progress in the future.

II

INTERINSTITUTIONAL COOPERATION IN HIGHER EDUCATION IN NEW YORK STATE

Support for increasing the extent of interinstitutional cooperation has emerged without any substantial amount of research into the effect present activities of this nature are having, or into whether their combined impact could be improved. In the thirteen years since a study of this type was completed,* no comprehensive inventory of cooperative arrangements has been used as a basis for the planning of such ventures in New York State. Accordingly, the impact of cooperative ventures has been only roughly known. The inventory of cooperative activities in higher education which follows, organized by region and priority concern of the Board of Regents is hereby presented in the hope that it will aid efforts to meaningfully plan for additional interinstitutional arrangements. It is significant to note that this inventory describes projects which involve over ninety percent of the State's institutions of higher education. These institutions are participating in over 425 identifiable district cooperative arrangements. One institution alone was found to have been participating in approximately twenty-five such arrangements.

The Buffalo Region

Financing

Houghton College accepted students from the Buffalo Bible Institute to enable them to complete their work toward baccalaureate degrees when the

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*Ertell, Merton W., Interinstitutional Cooperation in Higher Education, Albany: The New York State Education Department, 1957.

Institute was discontinued. Their degrees were received from Houghton which offered its own courses at the Buffalo campus. Houghton is now planning to convert these facilities for use as a branch, junior college campus with a focus on the inner city.

A theology instructor has been given a joint appointment between Canisius and Rosary Hill Colleges, thereby allowing each institution to fully utilize this instructor's specialized background. In a similar way, a faculty exchange agreement exists between St. John Vianney Seminary and Immaculata College.

Canisius, D'Youville and Rosary Hill Colleges have informally coordinated their lecturer series and have extended invitations to all of their students to provide the opportunity for broader open attendance. This permits these colleges to offer students a wider range of co-curricular educational experiences within a given budget.

Instruction in the fields of mathematics and computer science has been improved for D'Youville College students through S.U.N.Y. at Buffalo. The University has made its computer available at specified times to allow for the processing of data punch cards prepared by students at D'Youville.

Students at S.U.C. at Fredonia are able to participate in the overseas program operated by the Great Lakes College Association. They have gone to the overseas study center at Bogota, Columbia.

To upgrade regional planning among the state university units in the Buffalo area a regional consortium has developed involving five institutions.*

Students at the S.U.C. at Buffalo and S.U.N.Y. at Buffalo are permitted to cross-register for coursework appropriate to their programs.

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*S.U. Colleges at Brockport, Buffalo, Fredonia, and Geneseo S.U.N.Y at Buffalo.

The research facilities and services available at the Western New York Nuclear Research Center are utilized by the S.U.N.Y. College of Ceramics at Alfred University and by S.U.N.Y. at Buffalo.

Graduate faculty members in history at S.U.C. at Fredonia and S.U.N.Y. at Buffalo teach courses at both institutions on an informal exchange basis.

Manpower Development

The resources of the Roswell Park Memorial Institute have been made available to Canisius College, Niagara University, and S.U.N.Y. at Buffalo. Canisius is able to strengthen its Master of Science in Biology program by drawing upon the research laboratory experience in the fields of biology, chemistry and physics. Approximately forty-five of the research scientists at the Institute hold faculty appointments at Niagara.

D'Youville and Rosary Hill Colleges cooperate in offering a joint Medical Records Administration program at the Roswell Park Memorial Institute. This program allows students to engage in a shared clinical experience. In a similar way D'Youville students in the Medical Technology program obtain some laboratory and clinical experience at the Institute through S.U.N.Y. at Buffalo which has established a division of the Graduate School there.

S.U.N.Y. at Buffalo has cooperated with Erie Community College in the latter's dental hygiene program by making it possible for the two-year college students to obtain a four-week, out-clinic experience at the University's dental school. This practicum gives the dental technicians intensive experience in dental technology. Special faculty assistance is given to the program at Erie.

Cooperative transfer programs for law enforcement personnel interested in pursuing an Associate in Police Science Degree has been structured between S.U.C. at Fredonia, Erie, and Jamestown Community Colleges. Another similar cooperative program is in operation between the S.U. at Fredonia and S.U.C. at Buffalo.

The S.U.C. at Buffalo provides S.U.N.Y. Buffalo faculty and students with facilities and children for research in developmental psychology. The University also places psychology interns at departments of other colleges and universities.

Continuing Education and Educational Opportunity

Three "Storefront Education Information Centers" are operated by S.U.N.Y. at Buffalo in association with seven institutions* in the city and surrounding region. These centers provide information and educational programs for their neighborhoods. Short courses, counseling and tutoring are made available, along with an extensive referral service. The success of the storefront centers led to their synthesis within a larger, ghetto-located, service center able to accommodate expanded programs. The new facility includes a satellite radio studio of the University whose broadcasting capability assists in carrying out Jefferson Education Center's varied activities. The project was aided by several grants through Title I of the Higher Education Act of 1965.

An informal consortium on community needs was organized between Houghton College, St. Bonaventure University, Alfred University and A. and T. College at Alfred. The cooperative effort entails the identification of ways in which the relevant resources of the four institutions can be better applied toward regional needs.

County officials in Chautaugua and Cattaraugus Counties were enrolled in a management skills course at S.U.C. at Fredonia that was taught by a faculty member of the N.Y.S. School of Industrial and Labor Relations (Cornell University). In a similar way Fredonia has been able to provide two short courses for social caseworkers and two short courses for pharmacists by temporarily engaging faculty members of S.U.N.Y. at Buffalo.

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*Canisius College, D'Youville College, Erie County Technical Institute, Niagara County Community College, Niagara University, Rosary Hill College, and S.U.C. at Buffalo.

An articulated educational opportunity program was arranged for disadvantaged students attending Jamestown Community College and transferring on to the S.U.C. at Fredonia.

Teacher Education

The Buffalo Foundation supported a one-day conference to familiarize area college faculty and secondary school teachers with information about the contributions of Afro-Americans to the American Civilization. Planning for the conference grew out of three years of previous meetings held between the social science and history faculty members from eight area colleges.* It is expected that continuing efforts will be made to develop continued cooperative arrangements.

The education department at S.U.C. at Geneseo has assisted in the improvement of instruction in an education course offered at Jamestown Community College.

A joint committee on professional studies is developing coordination between the education programs offered by S.U.N.Y. at Buffalo and S.U.C. at Buffalo. A cooperative course "Schools and the Law" is offered jointly by these institutions.

Professors at both S.U.N.Y. at Buffalo and S.U.C. at Fredonia are now studying elementary school pupils who receive instruction in the initial teaching alphabet.

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*Canisius, D'Youville, Medaille, St. Clare, Trocaire, and Villa Maria Colleges, Niagara University, St. John Vianney Seminary; for this conference S.U.C. at Buffalo and S.U.N.Y. at Buffalo also participated.

Two-Year Colleges

To enhance and facilitate the transfer of course credits earned by engineering students from two-year to four-year institutions a cooperative project was developed between S.U.N.Y. at Buffalo and nine two-year colleges.* This project seeks to improve the articulation of curricula through University assistance in evaluations of teaching and laboratory facilities, through continuing discussions of curriculum trends and as the result of the cooperative use of teaching equipment and aids within the engineering programs. The project is sponsored by the National Science Foundation.

Over the past five years, St. Bonaventure has facilitated the acceptance and accommodation of two-year college students by engaging its faculty in inter-college departmental meetings and discussions, visitations and curriculum studies with community college faculty.

Educational Innovations

A regional computer consortium centered at S.U.N.Y. at Buffalo permits four additional public colleges to utilize the superior computer capacity of the University for instructional and administrative services through remote terminal connections at these institutions.** This project is supported by the Office of Computing Services of the National Science Foundation.

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*A. and T. Colleges at Alfred and Morrisville; Auburn, Corning, Jamestown, Mohawk Valley, Monroe, and Onondaga Community Colleges; Erie County Technical Institute.

**State University Colleges at Buffalo, Fredonia and Geneseo, and Niagara Community Colleges.

Four State University Colleges* are involved in a project to develop programmed sequences in instructional media. A related project to develop programmed sequences in Art History has been supported by S.U.N.Y. and the National Gallery of Art. This project utilizes resources at four institutions.**

In cooperation with the S.U. College being established at Frankfort, a course will be offered by S.U.N.Y. at Buffalo via closed circuit television.

Approximately fifteen modules of material in a music theory course have been developed through the mutual efforts of faculty at the S.U. Colleges at Brockport, Fredonia, and Potsdam. The modules are utilized via computer assisted instruction media. A computer at Brockport is used by Fredonia students through a terminal on the Fredonia campus.

S.U.N.Y. at Buffalo and S.U.N.Y. at Stony Brook in association with other universities are microfilming and sharing their archives related to Mexico and Mexican studies.

Innovative Cooperative Arrangements

Plans for establishing a center to expand the amount of cooperation between all institutions of higher education in the region have been developed for several years. A feasibility study completed by the Governmental Affairs Institute surveyed existing cooperative activities and concluded that a substantial amount of potential growth in this direction was possible. The Institute recommended that a center should be formed and suggested many new programs that could be adapted. A steering committee is now in the process of implementing steps which would lead to the adoption of these recommendations. Sixteen institutions have been involved in the planning.

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*S.U. Colleges at Brockport, Buffalo, Fredonia, and Geneseo, and the College of Ceramics at Alfred.

**S.U. Colleges at Buffalo, and Fredonia, the State University College of Ceramics at Alfred, and S.U.N.Y. at Buffalo.

A project to stimulate the involvement of the faculty at S.U.C. at Fredonia, S.U.C. at Buffalo and Gannon College (Pa.) in educational research activities has been in operation for three years. This Consortium Research Development Program (CORD) is supported through a grant awarded by the Regional Office of the United States Office of Education. Seed-grants, and consultative aid are available to encourage the development of research proposals and to assist the researchers in obtaining financial and expert assistance.

Canisius and LeMoyne Colleges have been associated with Loyola University in Chicago for an overseas center in Rome. Junior year abroad students from these institutions and other Catholic institutions across the United States participate.

The Western New York State Economics Conference is a mechanism by which an annual meeting of faculty members in this discipline is scheduled. Scholarly papers are presented and informal discussions of administrative problems are conducted.

Libraries

The Western New York Library Resources Council is one of the Reference and Research Resources Councils established in the State. The Council serves the special and research libraries within Cattaraugus, Chautaugua, Erie, Geneseo, Niagara and Orleans Counties. Through a state grant, the Council is developing a union catalog to provide bibliographic access to available resources and eventually to provide a foundation for coordinated acquisitions. A central storage facility is being planned and a directory of library personnel is being prepared.

The Capital District

Financing

To provide the geology majors at Union College with a wider selection of courses than could normally be financially justified and to enable Rensselaer Polytechnic Institute to enlarge its specialized staff, Rensselaer has assumed the responsibility for coordinating the geology programs of both institutions. Geology faculty members from Rensselaer teach all geology courses at Union and provide academic advisement for students.

To bolster the Capital District's ability to accelerate the development of cooperative ventures, nine* private institutions of higher education formed the Hudson-Mohawk Association of Colleges and Universities in June of 1969. A major purpose of this center is the fostering of a greater sense of community among the faculty and staff of its member colleges. More substantive projects have been proposed and are being explored. Meetings are being held among institutional business officers, registrars, faculty and academic administrators. The consortium is presently seeking to formally incorporate itself.

The business officers of the Hudson-Mohawk Association of Colleges and Universities (discussed below) have met several times to determine whether joint efforts in the fiscal operation of the institutions could achieve savings. Although most discussions are still exploratory, savings in fuel oil purchases have already been realized.

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*Albany College of Pharmacy, Albany Law School, Albany Medical College, The College of St. Rose, Russell Sage College, Rensselaer Polytechnic Institute, Siena College, Skidmore College, and Union College.

Rensselaer Polytechnic Institute has been cooperating with Skidmore College by providing access to the use of its computer facilities and programmer staff. This bilateral effort is primarily concerned with administrative goals such as preparing class scheduling, projecting,and accounting operational budgets, and implementing the entire registration process. A similar agreement exists between Rensselaer and Trinity College (Connecticut.)

A number of agreements have been completed to facilitate the cross-registration of students between Capital District institutions. The newest of these has been the result of the newly formed Hudson-Mohawk Association of Colleges and Universities. Under this agreement the nine participating institutions allow their students to take specialized courses at one anothers campuses when they are not being offered at their own institutions.

For a number of years open cross-registration procedures have been available at the graduate level through the informally organized area graduate council composed of Albany Medical College, Rensselaer Polytechnic Institute, S.U.N.Y. at Albany, and Union College. The objective of the Council is to expand high quality opportunities in coursework at the doctoral level. The sharing of library resources supplements this project to assist in improving both cooperative graduate study and research. The relationship is organized by a Council of Presidents and a Committee on Doctoral Programs.

Undergraduate level interinstitutional student enrollment has been facilitated by mutual agreements between Siena College and The College of St. Rose. The same institutions have structured an interinstitutional graduate program in history, as well as offering a cooperative honors program for seniors.

Immaculate Conception Seminary at Troy and *Siena College* have developed a course exchange arrangement in the study of theology.

An informal arrangement has permitted some of *Russell Sage College's* mathematics majors to take advanced coursework in mathematics and the computer sciences at *Rensselaer Polytechnic Institute*.

The joint appointment of a scholar on China effected between *S.U.N.Y. at Albany* and *Union College* has made it possible for each institution to acquire the full benefit of this individual's specialized instructional services.

The State Education Department's Center for International Programs and Comparative Studies has co-sponsored several year-long seminar series for faculty in Non-Western Studies for six area institutions.*

Two faculty members in philosophy and English are shared by *Immaculate Conception Seminary* and *Maria College of Albany*.

The Computing Center at *S.U.N.Y. at Albany* provides service to the *S.U.C. at Plattsburgh* and the *A. and T. College at Cobleskill*.

Expensive spectrum analysis equipment for microwave research was loaned to *Rensselaer Polytechnic Institute* by *Union College*, thereby reducing duplicate purchases.

Skidmore College has assisted *Union College* by providing the opportunity for Union's students to participate in art and drama experiences through Skidmore's regular activities and coursework in this field.

Manpower Development

Approximately 50 qualified students are able to secure training in bio-medicine by completing a six-year, joint program formulated by Rensselaer Polytechnic Institute and Albany Medical College. The accelerated program enables the Institute to capitalize on the stronger biological and medical staff and facilities of the Medical College. Students complete the program with a B.S. from Rensselaer and an M.D. from the Medical College. Another program in bio-medical engineering has been implemented recently also. These programs have received some support from several foundations.

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*College of St. Rose, Russell Sage, Siena, Skidmore, and Union Colleges and S.U.N.Y. at Albany.

Through a joint coordinating committee Rensselaer and Cornell University have conducted a study of the pre-engineering "core" program. Their objective was to develop a rationale and framework for this component of engineering education. A grant to these same institutions provided additional assistance for exploring ways by which education in engineering design could be improved.

Rensselaer has formalized an Affiliated College Program under which sixteen liberal arts colleges (including Hamilton College and Saint Lawrence University) send their students to Rensselaer to complete engineering training after they have completed either three or four years of liberal arts work.

S.U.N.Y. at Albany has worked with the S.U.C. at Oneonta in a vocational education program on the Albany campus.

The astronomy department at S.U.N.Y. at Albany has cooperative graduate programs with two European universities.* A graduate student exchange in atmospheric sciences, chemistry, and computer sciences is also structured with Rensselaer.

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*University of Heidelberg, University of Rome.

A Capital District Council for Graduate Education in Biology makes possible the cooperative use of course offerings, research facilities and outside speakers among all the institutions in the tri-city area.

The S.U.C. at Plattsburgh has been assisted by the Upstate Medical Center in the offering of a cooperative undergraduate course in medical technology.

Educational Opportunity

To increase the enrollment of students who have not received adequate preparation for success at college work, and who are, therefore, unable to meet traditional admissions criteria, Rensselaer Polytechnic Institute, Skidmore and Union Colleges developed a cooperative project to attain this goal. The Academic Opportunity Program was organized through the support of the Higher Education Opportunity Program and through the Gannett Foundation. Major elements of the program include a summer residential program centering on improving the students' mathematics and reading proficiency. Following this interinstitutionally taught period, continued remedial assistance will be provided. A single director coordinates the tutorial services, vocational guidance, activities, and individual and group counseling programs. Each student takes a reduced course load and matriculates into the regular program.

Three interns from Harvard University are engaging in student personnel work with disadvantaged students enrolled in Hudson Valley Community College's Urban Center. Two additional interns have been assigned to the Center from S.U.N.Y. at Albany.

The project for The Education of the Disadvantaged is administered by the S.U.N.Y. at Albany's Department of Curriculum and Instruction through the support of the U.S. Office of Education, Bureau of Urban Education and Bureau of Teacher Education of the New York State Education Department. Workshops and institutes for pre-service and in-service teacher training are held dealing with the Institute for Special Educational Programs Occasioned by Desegregation (ISEPOD) which is working in cooperation with the S.U.C. at Plattsburgh campus, Adult Basic Education (ABE), and appropriate methods and materials for working with disadvantaged children.

Teacher Education

Originally founded by the Albany Medical College, the Albany Study Center for Learning Disabilities now is administered by S.U.N.Y. at Albany. Through continuing joint participation of those institutions the Center has been able to provide the necessary elements for the specialized training of students in educational psychology, special education teaching, social welfare and medicine. Joint research projects provide substantial gains through interdisciplinary achievements. The Center has obtained some support from foundations and the participating institutions. The Center is licensed as a child psychiatric clinic concerned with the detection, prevention and correction of learning difficulties.

S.U.N.Y. at Albany acts to provide cooperative graduate programs in educational administration, and curriculum and supervision, in association with all of the State University Colleges. Under this program up to one-half of a student's curriculum sequence may be completed at the Colleges before courses are taken at Albany. The program may lead to a professional certificate or to a doctoral degree.

The State University Colleges in alliance with S.U.N.Y. at Albany offer a masters level internship program in student personnel services in higher education. Approximately forty stipends are awarded each year to support students who take two summers of academic work at Albany and intern at colleges around the State while pursuing courses on a part-time basis at nearby State University Colleges. A similar program in cooperation with two-year colleges is open to approximately sixty students each year.

Two-Year Colleges

The College of St. Rose has developed a specially designed and integrated transfer program in business administration for A.S. degree students graduating from the Hudson Valley Community College program in data processing.

Six community colleges* are participating in a cooperative project to improve the articulation of their engineering programs with that of Rensselaer Polytechnic Institute. The project is sponsored by the National Science Foundation. Rensselaer staff members assist in the review and analysis of two-year college curricula, participate in workshops on course materials and problems of transfer students.

The Two-Year College Student Development Center which is operated by S.U.N.Y. at Albany's Department of Guidance and Personnel Services was established to provide help to public two-year colleges in New York State to improve their counseling and other student personnel programs. Special emphasis is placed upon meeting the needs of the disadvantaged, of the adult part-time student, and on occupational planning and preparation. The Center's activities involve a working relationship with all public two-year colleges and their urban centers in New York State.

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*Adirondack, Broome, Dutchess, Hudson Valley, Orange County and Ulster County Community Colleges.

Educational Innovations

An instructional television network has been planned and proposed by Rensselaer Polytechnic Institute and Union College. The system would operate on a 2500 MegaHertz Instructional Television Fixed Station Band. The system proposed will be capable of transmitting instructional programs in the fields of engineering, science, management and business to classrooms located on college campuses, as well as to industrial sites. Instruction would be given at the graduate level and in the categories of non-credit and continuing education. Two-way voice communications would be available for live presentations, although video taped courses and seminars would also be used.

The radio station operated by Albany Medical College has carried a shared radio course, "Keyboard Masters," that was produced by S.U.N.Y. at Albany in cooperation with two boards of cooperative educational services. The course has been given for credit for three semesters.

Elementary education courses in library science have been transmitted via tele-lecture equipment from S.U.N.Y. at Albany to the S.U.C. at New Paltz.

Continuing Education and Educational Opportunity

S.U.N.Y. at Albany is engaged in a cooperative program to provide leadership training for the leaders of the black communities in Schenectady, Troy, and Albany. The program is funded under the provisions of Title I of the Higher Education Act of 1965. Five additional institutions* are involved. During the first year of the three-year project the consortium is also cooperating with Syracuse University to provide a part of this training.

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*College of St. Rose, Hudson Valley Community College, Rensselaer Polytechnic Institute, Siena and Union Colleges.

A program in Cooperative Extension Leadership has been developed by S.U.N.Y. at Albany and Cornell University.

An Environmental Forum Association involves the joint participation of instructors from Rensselaer Polytechnic Institute and S.U.N.Y. at Albany. Periodic seminars in economics have been co-sponsored by the social science faculty at Union College, Rensselaer Polytechnic Institute, S.U.N.Y. at Albany and Siena College.

To expand the opportunities for continuing education in medical education various cooperative arrangements have been made between the S.U.C. at Plattsburgh and Albany Medical College. These arrangements have included non-credit, short conferences and workshops dealing with cancer research, hematology, and community nursing. Programs are held at Plattsburgh.

Innovative Cooperative Arrangements

Professors from S.U.N.Y. at Albany and Rensselaer Polytechnic Institute,are involved in studies of Lake George as a part of the larger International Biological Program.

Libraries

The libraries of institutions in a ten county area* are served by the Capital District Library Council for Reference and Research Resources.

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*Albany, Fulton, Hamilton, Montgomery, Rensselaer, Saratoga, Schenectady, Schoharie, Warren, and Washington Counties.

The libraries of fifteen institutions of higher education participate in the Council which has developed a union catalog, a union list of periodicals, and a bibliographic and professional library. Plans for the future call for development of a central storage facility. Under the Higher Education Act (Title II-A) a Type C Special Purpose Grant has been obtained to initiate a coordinated acquisitions program among ten of the member libraries.

The Mid-Hudson Region

Financing

Bennett College is a member of the informal "Little Six"* Junior Colleges which plan to share faculty, exchange students and make joint utilization of facilities.

Vassar College and Barnard College** participate in the informally organized "Seven College Conference" for information-sharing purposes. The Conference has retained a traveling admissions recruiter who contacts potential students in the Mid-West and Far-West.

Vassar College exchanges students with Haverford College (Pa.).

Small numbers of students at Mount Saint Mary College have traveled to Marist College for science courses, while their counterparts at Marist have come to Mount Saint Mary for instruction in foreign languages.

Extension courses offered by the S.U.C. at New Paltz are given in facilities provided by three community colleges.***

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*Bradford Jr. College, (Mass.), Centenary College for Women (N.J.), Colby College (N. H.), Mt. Vernon Junior College (D.C.), Pine Manor Junior College (Mass.)

**also Bryn Mawr (Pa.), Mt. Holyoke (Mass.), Radcliff (Mass.), Smith (Mass.), and Wellesley (Mass.) Colleges.

***Dutchess, Orange County and Rockland Community Colleges.

Orange County Community College holds some of its day and evening classes on the campus of *Mount Saint Mary College*.

The *S.U. Colleges at New Paltz* and *Oswego* have been sharing information, and mutually storing academic and financial records.

Manpower Development

A planning grant by the International Business Machines Corporation has been given to support a joint study by *Rensselaer Polytechnic Institute*, *Syracuse University*, *Vassar College*, and *Union University*, to examine the needs for graduate education in the sciences in the Mid-Hudson area.

Orange and *Sullivan Community Colleges* have developed cooperative course programs in the field of police science and hotel technology.

Educational Opportunity

Upward Bound programs operated by *Bennett College* and *Marist College* are coordinated through cooperative planning. Students completing the program at Bennett (a two-year college) procede to Marist to complete their baccalaureate education.

Two-Year Colleges

Cooperative part-time study opportunities at *Dutchess Community College* are available for students enrolled at *Columbia-Greene Community College*.

Innovative Cooperative Arrangements

The Associated Colleges of the Mid-Hudson Area was incorporated in 1966 to stimulate increased cooperation among its member institutions in a variety of fields. Eight colleges* support this organization. At the present time the Associated Colleges have encouraged cross-registration efforts by students so that available instructional resources are fully employed. A jointly sponsored environmental science course ("Natural History of an Estuary") focuses on the study of the Hudson River. This program should be the basis for promising tangential programs. A joint social and cultural events calendar for the colleges is published and joint meetings of faculty and administrators have been held to explore new areas for growth. Programs are being developed to relate the area colleges to the instructional, research, and community service opportunities open to students and faculty in Poughkeepsie. A local government internship is one program being planned. A director of urban programs is being sought.

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*Bard, Bennett, Dutchess Community, Marist, Mount Saint Mary, S.U.C. at New Paltz, Ulster Community, and Vassar Colleges.

Vassar College along with Colgate University and nine other institutions* outside of New York State have formed a council to initiate and sustain student exchanges themselves. Eventually it is hoped that further areas for cooperation can be identified and programs implemented. For instance, joint urban centers and cooperative masters programs have been discussed. The venture is supported by the Mellon Foundation.

Libraries

Eight counties** are served by the Southeastern Library Resources Council. The activities of the Council have centered on the development of bibliographic identification and location systems, on structuring interlibrary communications and exchanges, and on stimulating the continuing education of area librarians. A directory of research resources and several union lists of serials and films have been compiled. Support under Title II-A, Type C (Higher Education Act) has been received to permit the expansion of nine academic libraries.

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*Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Wesleyan, Wheaton and Williams Colleges.

**Columbia, Dutchess, Greene, Orange, Putnam, Rockland, Sullivan, and Ulster Counties.

The Long Island Region

Financing

The facilities and special resources of S.U.N.Y. at Stony Brook's Marine Science Research Center have provided advanced research opportunities for two professors from Suffolk County Community College. The projects deal with the study of the waters of Long Island Sound and with the sediments in the metropolitan marine environment. Another professor from Suffolk is cooperating with professors from Fordham University, Hofstra University and South Hampton College in a study of the effects of dredging on an estuarine area. The Center is also engaged in a research project at Discovery Bay in cooperation with the University of the West Indies.

A newly-created New York Ocean Science Laboratory (Affiliated Colleges and Universities Association) at Montauk is a facility that will be operated by a consortium of eight colleges and universities.* This research facility is expected to open this spring. Financial support has been given by the individual institutions and by Nassau and Suffolk Counties. Instruction for college students and local secondary school students will eventually be available in fields such as oceanography and meteorology. Research activities of member college faculty are expected to contribute to the knowledge of Long Island waters, and to offer access to unique instructional experiences.

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*Adelphi, Fordham, Hofstra, Long Island, New York, and St. John's Universities, S.U.N.Y. at Stony Brook, and the New York Institute of Technology.

The Cold Spring Harbor Laboratory of Quantitative Biology has presented Long Island institutions of higher education with many possibilities for graduate and undergraduate students to engage in advanced, molecular biological research programs. Research staff of these institutions also participate in advanced research. Appointments of the Laboratory staff to S.U.N.Y. at Stony Brook have provided valuable adjunct faculty who can provide stimulating lectures and courses, and who are able to assist in doctoral and post-doctoral research planning. The sponsors of the Laboratory include the Albert Einstein College of Medicine, the City University of New York, New York University Medical Center, The Rockefeller University, and the State University of New York at Stony Brook along with other research institutions.

The Brookhaven Laboratory for high energy physics offers a summer student program for undergraduates in which approximately one hundred participants are enrolled. Open use of the research facilities have been encouraged by permitting graduates, post-graduate research teams, and other research faculty to use the resources of the Laboratory whenever they are not already committed. A stimulus for institutional change has been created by specially offered one-semester programs for students from the predominantly Negro colleges in the South. This program brings these students an exposure with experiences unavailable at their own campuses. Adjunct appointments by the staff have been made with Columbia University, Dowling College, Hofstra University, S.U.N.Y. at Stony Brook and Yale University. These appointments permit a staff member to carry up to a one-half time teaching assignment at these institutions. The Laboratory was created through the Associated Universities, Inc., however, the operation of the Laboratory is independent of the institutions which created this cooperation. Personnel from nine institutions are represented on the Board of Trustees, but, these institutions do not contribute directly to the operation of the Laboratory, nor do they receive priority consideration in the administration of individual programs.

Adelphi University and Hofstra University have exhibited varying degrees of cooperation between themselves over recent years. These institutions presently have agreed to accept tuition waivers for courses taken by faculty dependents of the staff of either college. Occasional cross-registrations by students in many fields have been permitted. In particular, the colleges have coordinated their language offerings to avoid replicating existing programs. Faculty and students are permitted to utilize the libraries of each college. To some extent, very expensive book purchases have been coordinated to avoid multiple purchases of little used and costly reference works. Some students from both institutions have been involved in a cooperative study-abroad program in Japan. Both institutions are presently operating under academic calendars which are nearly identical. This congruence assists in some types of exchange. At the present time an historian from each campus is offering a course in his specialty at the other campus.

Manpower Development

A program to prepare dental assistants at Suffolk County Community College has been given valuable assistance by the Dental College-Health Science Center of the S.U.N.Y. at Stony Brook, which has made its dental facilities and staff available for a practicum situation. By sharing, the duplication of facilities and staffs can be avoided and the assistants are given an increased number of contacts with practicing dentists.

A regional Council for Vocational Education in Suffolk County has been created to act as the advisory council for studying, planning and implementing vocational education programs in the County. The Council is expected to qualify as the regional advisory council for the Vocational Education Act. Suffolk County Community College and the A. and T. College at Farmingdale are joined in the Council by a Board of Cooperative Educational Services as well as a variety of governmental and industrial organizations. The Council works closely with the Suffolk County Organization for the Promotion of Education located at Dowling College.

Many of the faculty and staff of Adelphi University also are engaged in the post-doctoral psychotherapy program at S.U.N.Y. at Stony Brook. The Adelphi post-doctoral program in psychology utilizes the faculty of New York University, New York Medical College, and regional psychiatric clinics and institutes.

Educational Opportunity

Six institutions of higher education* have combined their efforts to work with the Wyandanch Public School System and the Board of Cooperative Educational Services #3 of Suffolk County in the creation of the Wyandanch Center for Higher Education. The Wyandanch Center is a jointly planned, instructional facility in Wyandanch. The one-year freshman level program is conducted in a physically independent building to bring the educational program to a predominantly Negro community. Faculty members of the Center come from the participating institutions to teach evening courses which are held four nights per week at the Center. The program is designed to serve the technical-vocational and liberal arts needs of disadvantaged students, high school dropouts and under-educated parents. Concurrent tutoring, guidance and counseling services are mainstays of the program. The cooperating colleges and universities have guaranteed the students who complete the program that they would subsequently be accepted into regular academic programs of participating institutions.

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*Agricultural and Technical College at Farmingdale, Dowling College, Hofstra University, the State University College at Old Westbury, the State University of New York at Stony Brook, and Suffolk Community College.

Teacher Education

Dowling College offers an M.S. in Education in cooperation with Adelphi University. Dowling's curriculums include graduate coursework requirements that may be met in part by the completion of supplementary coursework taken at Adelphi. This approach supplies an avenue by which the graduate students can expand the range of specialized offerings open to them.

Continuing Education

Hofstra University acts as the fiscal sponsor of an Adult Long Island Vocational Educational Counseling System (Alive). The System being implemented, has received support from Title I of the Higher Education Act of 1965. The objectives of this project encompass the assimilation and integration of information related to all adult-oriented educational, training, and counseling services available on the Island, and the establishment of a regional network for providing these services to disadvantaged and poor adults. Consequently, the project has begun to interrelate all institutions of higher education, and any counseling agency in either Nassau or Suffolk County.

The Technical Assistance Office of S.U.N.Y. at Stony Brook has cooperated in the development of a number of workshops which have been held at the A. and T. College at Farmingdale. These have included such topics as metal forming and electronics. Farmingdale has also offered a workshop on air conditioning for heating engineers of twelve State University campuses.

Educational Innovations

The New York Institute of Technology has made its computer capabilities available to Shaw University (N.C.)

Two-Year Colleges

The Esso Foundation provided the fiscal assistance needed to allow S.U.N.Y. at Stony Brook to frame a collaborative approach to the improvement of teaching and research in physics between the University and two-year colleges. Several conferences were held to diagnose the needs of two-year college physics students and to establish methods by which selected forms of research participation could be expanded to include community college faculty. Nine physics teachers have been developing instructional modules for physics courses. These modules will ultimately be disseminated and implemented in more two-year institutions. During this year, teams of instructors will visit most, if not all community colleges in New York State, to supply instructors at these institutions with additional materials and information about the new curricular materials available for strengthening lower division offerings. The National Science Foundation has added support for the latter aspect of the program.

A faculty member at S.U.N.Y. at Stony Brook was able to continue a project initiated at Rensselaer Polytechnic Institute. This project, funded through the Commission on College Physics, by the National Science Foundation has led to the development of an innovative physical science course for non-science majors. The course has been implemented at both institutions and at Nassau Community College.

Library

The Long Island Library Resources Council is one of regional "3R" groups within New York State. The Council obtains the cooperation of sixty-six libraries associated with institutions of higher education, public, industrial and other major libraries. The network formed provides interchange through search and delivery services, and a cooperative acquisitions group. Information exchange meetings have been held.

The New York Metropolitan Region

Financing

The Council of Higher Educational Institutions in New York City was created in 1957 to accomplish the following objectives:

1. To foster a cooperative approach to the solution of the problems which confront higher education in the city of New York;
2. To maintain a clearinghouse for the benefit of member institutions;
3. To develop and secure support for research projects in the educational needs of the area;
4. To make possible, if desired, the exchange of faculty members in fields inadequately staffed by competent instructors; and
5. To stimulate cooperation and mitigate competition between institutions, whether publicly or privately controlled.

To achieve these objectives for its fifty member institutions the Council has sponsored the completion of a number of feasibility studies used for planning and initiating a variety of cooperative activities. The Council coordinates a College Admissions Assistance Service to aid high school and transfer students by making their records available to the member colleges. A Graduate Admissions Center administers a similar service for students interested in obtaining admission to a master's program in fields other than dentistry, the veterinary fields, and medicine. The two admissions centers have been supported through foundation assistance, and student fees, as well as through direct and indirect institutional contributions to the Council. They have enabled the participating institutions to locate and secure qualified students through an efficient method of processing their applications. Annual conferences for college admissions officers and high school guidance personnel have also been held to augment the admission centers. Additional programs are noted below.

To reduce duplicative efforts of admissions interviews for social work education, the departments and school of social work at Columbia, New York, Fordham, Adelphi and Yeshiva Universities, and Hunter College are sharing interview reports. Permission of the candidate is required before interview results are sent to a second school.

Teaching fellows were selected from Fordham University's graduate schools to teach part-time in fifteen liberal arts colleges. These doctoral students obtained valuable teaching experience and the liberal arts colleges secured highly qualified instructors to aid their regular staff. This project was supported by the Esso Education Foundation and is nearing completion.

Rockefeller University, and Cornell Medical School, in cooperation with New York Hospital, Memorial Hospital, the Manhattan Eye, Ear and Throat Hospital, the Sloan Kettering Research Institute, and the Hospital for Critical Surgery purchased a large apartment complex for cooperative staff housing. The building makes 500 living units available to the personnel of these training, research and clinical institutions.

To fully utilize the computer capabilities available at the Baruch College, the Baruch computer is used by John Jay College to program its registration materials. It is hoped that the computer can eventually be utilized for instructional purposes in the police sciences courses.

Closer coordination and utilization of resources by St. Joseph's College for Women and St. Francis College has been the goal of these two institutions. To accomplish this a number of joint activities have been undertaken. These include: permitting all students to register for courses at both institutions; encouraging cross-registration in specialized offerings in speech, biology, chemistry, and child study; scheduling specialized courses at times appropriate for cross-registration; joint usage of computer resources; sharing of joint social events; coordination and publicizing of summer session offerings; exchanging tuition waivers for faculty dependents; and meetings of combined department and administrative staffs. To further their efforts in this direction a consultant was retained this past year to help the institutions plan additional steps for action.

Students from St. John's Brooklyn Center are taking introductory laboratory courses at St. Francis College. This dual utilization of facilities enables the students to make efficient use of the modern laboratory facilities at St. Francis without the expensive maintenance of similar facilities for a decreasing number of science students at St. John's.

Another example of regular course exchange exists in which students from Marymount Manhattan College take music courses at the Mannes College of Music toward a major or a minor, while students from Mannes may enroll for Italian and other languages at Marymount. New areas for exchange are being explored.

Students at Pace College with special talents in music may be permitted to register for music instruction at New York University. As the students progress in their college work they may be able to transfer to the University.

Seventy-five women students from Notre Dame College are living in dormitory facilities already available at Wagner College.

St. Vladimir's Orthodox Theological Seminary provisionally accepts high school graduates into its graduate program for seminarian training on the condition that they satisfy certain undergraduate course requirements through an undergraduate institution. Iona College works closely with this effort.

The New York Metropolitan Association of Theological Schools has initiated a mutual cross-registration by member college students. Thirteen seminaries are involved; of which six are of Protestant denominations, one is Eastern Orthodox, and six are Catholic. Joint meetings have been held to discuss potential projects and a newsletter has been circulated.

A combined program of study has been established between Teachers College of Columbia University, and the Rabbinical School of Jewish Theological Seminary. Students may attend both institutions simultaneously, and receive an Ed.D. from Teachers College, and the title of Rabbi from the Seminary. A similar undergraduate level program has also been initiated.

Through a visiting student program the Fashion Institute of Technology has cooperated with Auburn University, Cornell University, State University of New York units, Wisconsin University, and the University of South Dakota.

Manpower Development

The National Institutes of Health have provided partial financial support for a joint bio-medical engineering program between Polytechnic Institute of Brooklyn, Mount Sinai School of Medicine and Long Island College Hospital. This program is projected to set the basis for the establishment of a national center in this field. A similar program is being explored between Mount Sinai and the City College School of Engineering.

A Public Service Careers Program has been developed through the mutual efforts of City University, the Board of Education of the City of New York, and the Department of Social Services. Three community colleges (Borough of Manhattan, Bronx, and New York City Community Colleges) are involved.

This year City College began a joint program in oceanography with Queens College. These two institutions are also joined with Brooklyn College and Hunter College in an affiliation with Duke University in an Oceanographic Training Program sponsored by the National Science Foundation. Oceanology courses are offered at the undergraduate and graduate levels.

Brooklyn College through the Health and Physical Education Department assisted the Downstate Medical Center in the implementation of programs in recreation, park administration, and recreational therapy.

A Vocational-Technology Teacher Education Program to train high school teachers has been developed by the Teacher Education Division of the City University and the School of Education at City College.

Lehman College has been able to provide a strengthened doctoral program in biology with a specialization in botany by obtaining the assistance of the New York Botanical Gardens and the Graduate Division of the City University.

Hunter College permits students from the Mount Sinai School of Nursing to take professional courses and electives at its campus.

Doctoral level faculty members in Speech or in Physical Medicine and Rehabilitation at the Albert Einstein College of Medicine are working with various City University campuses in speech pathology and audiology.

Cooperation exists between the Columbia University School of Dental and Oral Surgery, its Division of Dental Hygiene, and State Community colleges. The Columbia program in dental hygiene is the only one in the State leading to a B.S. in Dental Hygiene. Seven programs at community colleges lead to associate degrees. Columbia will give credit for the two years required for the associate degree to those community college graduates who meet specified admission requirements. There is a faculty experience and exchange arrangement with certain community college dental hygiene programs.

Educational Opportunity

The Council of Higher Educational Institutions in New York City has drawn up plans to implement a special recruitment project to identify minority group students for admission to its participating graduate schools. The effort will focus on locating potential graduate students at major Negro colleges. The program is to be organized through the Council's Graduate Admissions Center.

Minority group students were the target group for a Cooperative

Summer Program in Law developed by Columbia University and the Law School of New York University. The program was one of ten sponsored in 1969 by the Council on Legal Education Opportunities. Sixty students with baccalaureates who had not been previously admitted to law school were given six weeks additional training at New York University. The instructional and counseling staff consisted of faculty from both institutions and costs were assumed equally by the two institutions. A teaching assistant from Yale University also participated. Fifty-eight of the students were placed in major law school programs.

Four colleges on Staten Island have obtained support from the Higher Education Opportunity Program to concentrate their own and community resources on a program for disadvantaged students. The program is aimed at increasing the numbers of college-enrolled disadvantaged students by ensuring that these students will receive a minimum of two years of college work with a reasonable assurance that they will be successful in their efforts. The colleges determined the needs of the students they were dealing with, and consequently designed instructional programs involving inter-college exchanges of information regarding the individual efforts of the institutions. Two advisory boards from the community and from the colleges assist in this task. Notre Dame, Richmond, Staten Island Community and Wagner Colleges are participating. These same institutions have opened their lecture and concern series to disadvantaged adults. They have also developed a summer program for disadvantaged junior high school students.

The medical schools* of New York City are cooperating to provide a program to encourage minority group students to study medicine. These institutions exchange information about recruitment and admission of these students as well as data concerning their needs and expectations. The Metropolitan Committee on Opportunities in Medicine is a supplement to the individual institutions' programs by offering needed remedial coursework and admissions advisement for pre-med advisors.

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*Albert Einstein School of Medicine, Cornell University Medical College, Downstate Medical Center, J. Lewi College of Podiatry, Mount Sinai School of Medicine, New York Medical College, and New York University School of Medicine.

Another project to bring about the necessary institutional changes to assist disadvantaged students to succeed in college has been organized by the Southeast Bronx Consortium (SEBCON). The College of Mt. St. Vincent accepted nine students and Manhattan College accepted seventeen students identified as educationally and economically disadvantaged, but considered to have the motivation and the potential to complete college work. Screening and recruitment of these students was undertaken by two community action groups, the Casita Maria and the Morrisania Community Corporation. Remedial reading and mathematics preparation was provided in the spring and summer prior to enrollment, along with "T" group training. The colleges and community organizations provided work-study funds for the students. Cross-registration has been permitted for Afro-American courses, physical education and language methods courses. Social exchanges have been fostered. After two years the progress of the students will be evaluated and a determination made regarding their ability to continue. SEBCON is financed in large part by the Higher Education Opportunity Program.

Since 1967 five institutions*, and at times other colleges have been cooperating informally to form a metropolitan area consortium for the education of urban poor. Although Title III (Higher Education Act) support was requested, this proposal to establish a formal consortium was not funded. Marymount Manhattan did receive support for its program since it had an on-going project which was previously funded under this Act. Consequently, cooperative discussions and planning have been continued informally in relation to individual program operation, sharing of information, plans, progress and problems. A shared testing and reading program has been implemented. External support for individual programs operated by five of the colleges was obtained through the Higher Education Opportunity Program.

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*College of Mt. St. Vincent, College of New Rochelle, Mercy College, Marymount College, Marymount Manhattan College.

Teacher Education

Teachers for areas which are primarily Puerto Rican in composition are being trained by Queens College. One component of their preparation is participation in planned laboratory and field work, while taking regular classes at the University of Puerto Rico.

At governmental request, a contract was effected between New York University's School of Education and the Virgin Islands, to formulate a plan for strengthening the system, and to help in equipping the system to maintain itself. As a result, demonstration schools were created and a general upgrading was achieved. The College of the Virgin Islands, a two-year institution, was aided in developing a teacher education program. One aspect of this project centered on the acceptance of twenty-five graduates of the College at New York University as juniors. These students returned to the Virgin Islands in their senior year for student teaching and methods courses. Upon completion of the program the students received a baccalaureate degree from the University. This project was ended when a four-year program was established on the Islands.

Qualified students minoring in education at Pace College are permitted to take specialized music courses at New York University.

More than eighty students at the John Jay College of Criminal Justice are studying for New York City Type B teaching certificates in elementary and common branch subjects, and in some specialized areas by taking courses specially provided for them by Baruch College. Approximately two courses are being offered each semester plus a field experience. All instruction and field supervision is given by Baruch faculty.

The Bronx Community College is planning to offer a Teacher Associate Curriculum in association with Lehman College.

Through the combined action of the Bank Street College of Education and New York University, the New York City Board of Education, Harlem Teams for Self-Help and Local School Board District #6, a Harlem Institute for Teachers was created. The Institute is designed to train student teachers, teacher aides, and graduate teachers in urban teaching. Coordinating meetings are held at least every other week. The team approach to field work and training enables participants to relate theoretical bases of teaching to instruction in inner-city classrooms.

Lehman College is preparing a program for educating teachers of remedial reading through cooperation with Sarah Lawrence College.

The Center for Urban Education was formed by eight major educational institutions* in the city as a major mechanism for improving the educational practices within urban area communities. The Center's staff designs and assists in the implementation of strategies for program development, social and field research, and for dissemination of results. Programs have included among its activities such projects as the introduction of early literacy programs, the development of a kindergarten program for disadvantaged children, and the evaluation of Montessori training. The laboratory is governed by a board composed of representatives of the eight initial institutions of higher education, the New York City Superintendent of Schools as well as industrial and civic leaders. Since 1966 when the Center became a regional laboratory under Title IV (Elementary and Secondary Education Act), the consortium aspect has been reduced although many close ties with individuals at colleges and universities are maintained.

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*Bank Street College of Education, City University of New York, Columbia University, Fordham University, New York Medical College, New York University, Teachers College of Columbia and Yeshiva University.

Behavioral scientists and educators at Teachers College (Columbia University) and Yeshiva University have been engaged in a Cooperative Project for Educational Development along with five out-of-state institutions.* The investigators are collaborating with twenty school districts in four metropolitan areas (New York, Boston, Chicago and Detroit) to conduct local, experimental projects to improve educational practices. These projects deal with such matters as problem-solving approaches to teaching and administration, the norms and social climates of schools, faculty-administrator relationships, processes to foster better curriculum planning, and assessing the degree to which teachers encourage students to teach one another. The project is coordinated by the National Training Laboratories and financed by the United States Office of Education.

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*Boston University, Lesley College, Newark State College, University of Chicago, and the University of Michigan.

The Laboratories provide participating teachers and administrators with consultative services, with help in team development, self-study, and in interpersonal and inter-group relations.

Brooklyn, City, Hunter and Richmond Colleges are participating in a Triple T Project which is nationwide in scope. The project is aimed at restructing the teacher training programs and in-service opportunities at these institutions through a series of programs focusing on the training of teacher trainers. Academic and professional personnel will be involved in workshops and program redesign programs which emphasize relationships between the community and the teachers graduated.

Continuing Education

An independent study program has been adopted by the Borough of Manhattan Community College with the assistance of the State University Office for Continuing Education. An increasing number of community colleges are expected to add similar programs.

A coordinated approach toward unifying the community-oriented continuing education programs of four Staten Island colleges was stimulated by a grant under Title I of the Higher Education Act. The program brings Notre Dame College, Richmond College, Staten Island Community College and Wagner College together with over twenty-five other community agencies for the purpose of initiating workshop programs and organizational mechanisms that deal with the economic, social and intellectual problems of economically deprived families. The colleges are learning how to work together and with their community through this program. It is expected that the project will catalyze the evolution of more sophisticated approaches to area problems. At the present time the identification of community needs has led to clearer recognition of the barriers and opportunities present and to the development of seminar-workshops for the entire year. Occupational guidance assistance and instruction in mathematics, English, and child psychology along with general individual and family counseling have been provided.

Pratt Institute was assisted by Brooklyn College, Cornell University, Vassar College, Polytechnic Institute of Brooklyn, and New York City Community College in the structuring of a multifaceted approach to working with low- and moderate-income, predominantly white communities on a variety of problems. Ventures in leadership training, community services information, and technical assistance are being built into the project to enable participants to understand their own individual and common problems, as well as to assist them in creating solutions to these difficulties. The project is supported under Title I of the Higher Education Act.

A cooperative program between the New York University Graduate School of Social Work and the New York City Community College Division of Continuing Education aims at extending social work field instruction in community organization into various aspects of community education.

Two-Year Colleges

A cooperative project in biology for two-year colleges has been organized through Brooklyn College under a National Science Foundation grant. Six community colleges* are participating in this consortium. Intercollege visitations, reviews of biology courses and program sequences, workshops on "core" curricula, and seminars for information exchange have been conducted to identify salient characteristics of quality in two-year college curriculum materials. A major goal is to facilitate the transfer of two-year college students into senior institutions.

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*Borough of Manhattan, Bronx, Kingsborough, New York City, Queensborough and Staten Island Community Colleges.

Fordham University assists two-year colleges by effecting contracts with two-year college students which assure the student of how many transfer credits he will receive upon completion of his two-year program.

New York City Community College is one of seven members* of a Technical Education Consortium whose purpose is to develop and operate programs in electro-mechanical technology and to provide a channel through which a continuing liaison to governmental and industrial agencies can be maintained.

Representatives of six New York City community colleges cooperate with Richmond College through the Chancellor's Advisory Committee on Technology. The objective of the Committee is to develop and recommend policies upon which to structure an upper division, Bachelor of Engineering Technology Program. Four New York State community colleges (Bronx, New York City, Staten Island, and Westchester) along with Middlesex County College (N.J.) advise the Dean of Science and Engineering at Fairleigh Dickinson University on the development and operation of a Bachelor of Technology Program.

A chemical technician program curriculum is being developed by New York City Community College with the assistance of the American Chemical Society and the University of California.

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*DeVry Technical Institute (Chicago), Dunwoody Technical Institute (Klamath Falls), Southern Technical Institute (Marietta, Ga.), Spring Garden Institute (Philadelphia), Ward Technical Institute (Hartford, Conn.)

Polytechnic Institute of Brooklyn obtained the support of the National Science Foundation in offering a summer institute and academic advisement to community college personnel who participate in the Engineering Curriculum Concepts Project. This project focuses upon the implementation of a specially designed course in principles of technology as utilized by non-science majors.

Hunter College has assisted the Borough of Manhattan Community College in the construction and implementation of two curriculums. The first of these is designed to prepare assistant case workers in social work, and the second deals with urban planning. Both programs train para-professionals.

Educational Innovation

Research and development projects requiring expert assistance in computer analysis have stimulated the cooperation of the Institute for Public Administration with consultants from the University of California at Berkeley. (TEKNEKRON)

Twelve institutions of higher education in the metropolitan area are cooperating in the offerings of Channel 13 (an ETV station) in the field of teacher training. These colleges draw upon the television programs scheduled and upon the available instructional aids developed. The institutions are represented on the curriculum, utilization and advisory committees of Channel 13, and they are able to obtain technical assistance from the station's staff for strengthening the impact of this medium on their own institution.

Innovative Cooperative Arrangements

Columbia University, and New York University have cooperated with Princeton University and the University of Pennsylvania in a Summer

Program in Middle Eastern Language Studies. The program is offered at Columbia, but registration is open to students from all of the institutions. The instructional staff is composed of faculty members from each institution. The program includes coursework suitable for undergraduate and graduate credit.

A six-month student and faculty exchange has been structured between Fordham University and Talladega College (Ala.). The University's Thomas More's College also cooperates with Talladega College, Loretto Heights College (Colo.) and Loyola University (La.) in an American Exchange Program for the junior year.

Cooperative research and graduate program projects in environmental psychology and environmental design have been structured between the University Graduate Center of the City University and the Cooper Union for the Advancement of Science and Art. At the present time no new degrees are expected to result, but the cooperative arrangement will broaden and enrich the curricula being offered by each institution.

Arrangements for professorial exchanges, for the pooling and joint utilization of library resources, and the cross-registration of students has been brought about by the theological studies coordination by the Fordham University Theology Department and Union Theological Seminary.

Manhattan College and Mt. St. Vincent College offer joint majors in sociology and fine arts.

The department of psychology at Queens College is cooperating with Mount Sinai School of Nursing in an experimental psychology research project to determine the organic basis of mental functioning.

Private and group lessons in the performing arts are offered to Bronx Community College students by New York University at no cost to them. Following their graduation the University offers compatible junior and senior year programs to permit the students to receive a baccalaureate degree. Sufficient financial assistance is available to assure each student that the full program will be available even if he lacks the ability to pay the University's tuition.

Columbia University, Hunter College and Syracuse University with the support of the New York State Senate have conducted the Legislative Internship Program. The project has received the financial support of the Senate and the Ford Foundation.

An internship program in research on public administration has been held between the Institute for Public Administration and the Woodrow Wilson School of Public and International Affairs of Princeton University. This program has provided Princeton graduate students with the opportunity to integrate their research activities with those of the Institute. Venezuela, Peru and the Dominican Republic have been the sites for such studies. Overseas positions have been sought for the students whenever possible.

Columbia University, the Institute for Public Administration, and New York University have collaborated by accepting exchange visitors selected by the Japan Committee for Area Development Research and by the Committee for Economic Development to assist them in the completion of research and study programs.

Full-time students at the New School for Social Research, New York University and the Ferkauf Graduate School of Yeshiva University take part in inter-college seminars organized within a consortium on perceptual studies. The pooling of the best resources in the area of perceptual studies is coordinated by consortium faculty.

Students and faculty members from Fordham University are able to participate in oceanographic studies at the University of Miami.

Libraries

New York City and Westchester County libraries have access to the combined assets of the area through the New York Metropolitan Reference and Research Library Agency (Metro). METRO has conducted several studies of library needs and has constructed a central advisory and referral service to assist librarians in obtaining rapid assistance in locating materials. A central serials supply service has been organized. Also, a cooperative acquisition and storage center is being established under a state grant. Information of a professional nature is disseminated to area librarians via conferences and workshops, consultative services and an occasional newsletter.

The Rochester Region

Financing

The Colgate Rochester Divinity School and Bexley Hall have been sharing facilities since Bexley Hall relocated to Colgate Rochester's campus. An ecumenical emphasis pervades the common curriculum and joint use of faculty. The combined resources of these institutions were further strengthened when they established a loose affiliation with St. Bernard's Seminary to form what is now known as the Rochester Center for Theological Studies. The Rochester Center has open registration procedures, common classes, interchange of instructional staff, cooperative field education, joint faculty meetings, and coordinated planning and development. An additional affiliation with the University of Rochester enables students to draw on the extensive educational resources of the

University, particularly those available through the Eastman School of Music.

A multifaceted cooperative relationship has developed between Nazareth College and St. John Fisher College to make maximum use of the assets of each institution. Three inter-college committees have been created to guide cooperative planning and program construction. One, the Board Committee on Cooperation enrolls the talents of the president, three members of the Board of Trustees, and one dean from each college. The Coordinating Committee is composed of the president, one dean, the financial officer, and a faculty liaison representative from each institution. An Interfaculty Committee consists of four members of each college. These committees and policy-making bodies are flexibly modified occasionally for more effective operation. As a result of the combined efforts of these and other committees a number of specific advances have been brought about. During recent semesters approximately four hundred and fifty students of one institution cross-register for coursework at the other college. Joint departments have been established in biology and chemistry and all physics courses are held at St. John Fisher. To avoid duplication of effort and to enrich curriculum options open, neither institution will begin a new major without the permission of the other. Joint recruitment activities are engaged in and it is expected that joint meetings of administrators, and faculty will lead to new forms of coordinated action. A joint summer session program is structured and publicized. Sporadic instructional projects bring faculty and students together, and additional contacts are encouraged through cooperation in extracurricular activities. Uniform calendars have been adopted. The two libraries are open to all students. A special consultant firm was commissioned to examine the existing relationships and to recommend ways in which greater gains can be achieved cooperatively.

Keuka College has conducted a student exchange program during their winter Field Period with Voorhees College. Semester and year-long student and faculty exchanges are being considered. Keuka has also had a short term faculty exchange with Livingston College.

Four of the state university campuses and a private institution* have combined their resources to offer a Washington Semester to their students.

Nine institutions of higher education** have shared in the development and execution of several seminar series in Non-Western studies. Representatives from each institution attend seminars led by outstanding speakers in foreign area studies.

Informal planning, coordination and information sharing is possible through regular meetings of the chief academic officers in these same institutions. In addition, the presidents of three institutions also participate in the Rochester Voluntary Educational Council which includes representatives of all area educational and cultural agencies. The council discusses regional problems and their potential solution.

A consortium in English involves inter-college meetings of English department faculty members to exchange information and to coordinate programs. A junior year study abroad program at the University of Nottingham is co-sponsored by the four institutions*** participating.

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*S.U. Colleges at Brockport, Buffalo, Cortland, and Geneseo, and St. John Fisher College.

**S.U. Colleges at Brockport and Geneseo, Monroe Community, Nazareth, Roberts Wesleyan, and St. John Fisher Colleges, University of Rochester, and the Rochester Institute of Technology.

***S.U. Colleges at Brockport, Cortland, Geneseo and Oswego.

Educational Opportunity

The Rochester Institute of Technology has provided the classroom space necessary for a downtown Upward Bound project in which the University of Rochester provided the instructional staff and academic capabilities.

Teacher Education

The Center for Cooperative Action in Urban Education has been created by the City School District of Rochester under a financial grant through Title III of the Elementary and Secondary School Education Act. The Center has provided a focal point for varied forms of cooperation between the S.U. Colleges at Brockport and Geneseo, Nazareth, Roberts Wesleyan, and St. John Fisher Colleges, and the University of Rochester. The Center conducts a number of promising programs which deal with the problems of educators in large cities. Activities carried out by the Center's staff and participating personnel have included a storefront Satellite School, a School Parent Advisor to the Neighborhood program, a World of Inquiry School, an Urban-Suburban Transfer Plan, a Community Resources Council, and a Community Teacher Program. Two additional projects involve the cooperating institutions in teacher education.

A Teacher Internship Program is financed under Title III and supports a program designed to prepare selected graduate students for an urban education career, and to conduct experimental approaches to urban teacher education. The training is conducted by the S.U. Colleges at Brockport and Geneseo.

The University of Rochester also developed a masters degree program in Urban Education under Title III funds.

Coordinators of student teaching and many supervisors of student teaching from seven institutions* have participated in the Rochester Area Student Teachers Association. Approximately four meetings have been held each year on a site rotation basis. The meetings are primarily related to information-sharing on current topics of interest to student teacher administrators. Occasionally outside consultants have been brought in.

A cooperative program in elementary teacher education has permitted Roberts Wesleyan College students to acquire education methods coursework during a summer at the S.U.C. at Brockport even though the student is registered at Roberts Wesleyan. Later the student will go through a supervised teaching period conducted by the Brockport faculty. At Roberts Wesleyan an E.S.E.A. Title III grant financed Brockport's cooperative development studies and curriculum development. These were held during the 1967-68 academic year to initiate the continuing interchange.

A one-month workshop on Research in Urban Education entails the cooperative efforts of faculty from the S.U. College at Geneseo, the University of Rochester and Macalester College. Strategies in urban education will be discussed in cooperatively taught seminars held at each college. A one-week field experience is also included.

Informal planning studies in sixth year professional studies are being undertaken by the S.U. Colleges at Brockport, Geneseo and Oswego. At the present time, primary consideration is being given to areas such as educational specialist programs in administration and supervision, remedial reading, guidance, and counseling. Other areas for broadened offerings are also to be reviewed.

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*Houghton, Nazareth, Roberts Wesleyan and St. John Fisher Colleges, the S.U. Colleges at Brockport and Geneseo, and the University of Rochester.

An Urban Education Leadership Development Project structured by the American Association of Colleges of Teacher Education and the University at Pittsburgh has been implemented by the S.U.C. at Geneseo in conjunction with the Cooperative College Center.

Four institutions* in the Rochester area cooperate in an effort to structure inner-city student teaching assignments for students from Southern (black) colleges. Student teaching places are established in Rochester and the student teachers are supervised by the faculty of institutions in this area.

Teaching interns from the student personnel program at the University of Rochester are assigned to Genesee Community College.

Continuing Education

The Rochester Institute of Technology has been assisted by four other colleges and universities** in the preparation and presentation of a Leadership Development Workship Series. A committee of representatives from the participating institutions planned workshops for Rochester area adults showing leadership qualities. The program provided training in leadership skills and community awareness to promote the participants' personal capacities to be effective in their own organizations and communities. The series received funding under Title I of the Higher Education Act of 1965 and consisted of ten general sessions and a number of planned, but informal meetings and field trips. Topics covered such things as city government, community action, welfare and organizational problem-solving.

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*Nazareth College, S.U. Colleges at Brockport and Geneseo, and the University of Rochester.

**Monroe Community, Nazareth, and St. John Fisher Colleges, and the University of Rochester.

Two-Year Colleges

A Center for Community College Faculty Development was inaugurated by the Rochester Institute of Technology to provide potential instructors with an advanced technical specialty and an orientation to the objectives, programs, philosophy, and instructional problems of two-year colleges. R.I.T. developed a pilot internship program in teaching the technologies in community colleges through a cost of education grant under the Vocational Education Act of 1963. A number of S.U.N.Y. community colleges* have participated in the planning of the program, and have accepted the interns. Candidates for the program were referred by the participating colleges or they were identified by the Center. Participating colleges select an appropriate mentor for the intern, arrange suitable teaching assignments for both the mentor and the intern, and assist the intern in maximizing his experience. The individual community colleges have obtained V.E.A. support for the interns.

Candidates in the graduate degree programs at Rochester Institute of Technology have also been participating in a Seminar-Visitation Series at regional two-year colleges. Students are given an opportunity to visit cooperating colleges at which they engage in observations, lectures and seminars regarding the college as an institution.

Eight fellowships for fine arts faculty have been provided for the

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*A. and T. Colleges at Alfred and Farmingdale, Corning, Dutchess, Finger Lakes, Fulton-Montgomery, Genesee, Monroe and Ulster Community Colleges.

Rochester Institute of Technology under the Education Professions Development Act, Part E. Ten two-year institutions are cooperating to guarantee teaching internships for the fellows.

Up to the limits of available openings a general agreement by the University of Rochester permits the admission of all well qualified and highly recommended Monroe Community College graduates who apply.

The four institutions in the English consortium noted under Financing are initiating a joint program to prepare and retrain instructors of English in community colleges. The program developed involves exchanges of faculty members between the two and four year institutions, as well the education of interns for the two-year institutions.*

Educational Innovations

Through the impetus of state funding for equipment, a 2500 MegaHertz television network has been organized by the Rochester Institute of Technology to serve itself, Nazareth and St. John Fisher Colleges. An academic committee has been formed to coordinate the project, to select courses for transmission, and to implement policies under which the network operates. Up to the equivalent of six courses can be scheduled, and it is anticipated that many of the programs scheduled will utilize existing materials. This effort represents the creation of the first such consortium network outside of the area of engineering education.

A telelecture on the improvement of instruction was transmitted between Genesee Community College and S.U.C. at Geneseo.

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*Auburn, Broome County, Genesee, Jefferson, Mohawk, Monroe, Niagara and Tompkins-Cortland Community Colleges, and Cazenovia College.

Innovative Cooperative Arrangements

The Regional Research Office of the United States Office of Education has supported a Consortium Research Development program between Roberts Wesleyan College, and the S. U. Colleges at Brockport, Cortland, Geneseo and Oswego. The program is designed to encourage and foster the participation of the faculty of these institutions in significant forms of educational research and development. Provisions have been made to hold seminars and workshops, to provide seed-grants for proposal development and to assist faculty to visit expert consultants and innovative centers of research or development.

A four-College Study was conducted by several State University Colleges.* These institutions prepared comparable research profiles on the institutional climate, institutional goals and the attitudes of various groups within each institution. A comparative analysis was made to use this institutional research for decision-making purposes.

These same institutions are engaged in an Inter-College Economics Conference. Under this program each institution voluntarily sends a lecturer to every other campus to give presentations for faculty and students.

Visiting lecturers in aquatic biology are exchanged regularly between four units of the State University.** Faculty at each institution exchange seminars and lectures.

To improve the interchanges in biology between all institutions of higher education in this region, a Western New York Biology Steering Committee has been formed to share information and to schedule conferences. Nine institutions* send staff members and students in relevant courses to a weekend of limnological studies at a common lake field station.

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*S. U. Colleges at Brockport, Cortland, Geneseo and Oswego.

**S.U. Colleges at Buffalo, Fredonia, and Geneseo and S.U.N.Y. at Buffalo.

A Western Regional Scholar Exchange Program has stimulated the exchange of distinguished faculty for occasional lectures, colloquia, consultations and when feasible, joint appointments. Five State University units** are participating.

An invitational drawing show was jointly sponsored by the art galleries at the four S.U. Colleges at Brockport, Cortland, Geneseo, and Oswego.

The New York State Migrant Studies Center at the S.U.C. at Geneseo has developed and contracted for studies of migrant populations within the State and nation. Emphasis is placed on problems of migrant child education and social and educational work with disadvantaged students and adults. Consultative assistance to community and community action groups has been provided and efforts to form health, welfare and education legislation is offered. Many of the programs involve cooperation with other institutions.***

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*S.U.C. at Brockport, Buffalo, Fredonia, Geneseo, Oswego, and Oneonta, S.U. Centers at Albany and Buffalo, and the University of Rochester.

**S.U.C. at Brockport, Buffalo, Fredonia, Geneseo, and S.U.N.Y. at Buffalo.

***including Cornell University, Southampton College of Long Island University, and the S.U.C. at Brockport and Fredonia.

A forum for music composers is held occasionally between appropriate individuals on the campuses of the S.U. Colleges at Brockport and Geneseo, Nazareth College and Monroe Community College.

The S.U.C. at Geneseo, other colleges and community theatre groups cooperate within the New York State Theatre Festival Association.

Libraries

Public, private, and industrial libraries in five counties* participate in the Rochester Regional Research Library Council, along with college and university libraries. This "3R" Council administers an interlibrary loan and delivery system, issues a newsletter to disseminate information, holds information meetings for librarians, and is now engaged in the compilation of a union list of serials. A committee on continuing education and training has also been formed.

The Library of the University of Rochester acts as the Regional Medical Library for New York and Northern New Jersey.

The Rockland-Westchester Region

Financing

Particularly close cooperation and coordination has existed for several years between Dominican College of Blauvelt and St. Thomas Acquinas College. Among the varied approaches taken by these institutions to efficiently utilize their resources have been: joint meetings of trustees, administrators, departments and faculty members; common planning meetings between deans and business officers; union cataloging of both libraries with open usage; cooperative social and cultural activities for students; joint admissions planning; cooperative student personnel services in testing; sharing of faculty in some fields; open cross-registration; and intercollege majors in the training of teachers for atypical children (Dominican) and elementary and early childhood education (St. Thomas Acquinas).

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*Livingston, Monroe, Ontario, Wayne and Wyoming Counties.

Superior laboratory facilities at Iona College were made available to Marymount College and the College of New Rochelle through a course "Electricity and Magnetism." A course, "Modern Physics," at Marymount was likewise opened to students at the other institutions. Credit is given by each college and transportation has been made available. Students can obtain a cooperative physics major between Marymount and Iona. Marymount has also carried out a student and faculty exchange with Kings College for laboratory and coursework in organic chemistry. A course in "Experimental Embryology" offered by Marymount has been opened in the past to students from Mercy College.

Under an agreement between Manhattanville College and Marymount College, one specialized cellular biology course was offered at Manhattanville in the fall of 1968 so that expensive, specialized equipment housed at Manhattanville which was not available at Marymount could be fully utilized. In return, Marymount provided a biochemistry course. Students from both colleges were able to register for the courses. Transportation was available.

Some students at Marymount College who wish to major in psychology and minor in special education may take their special education courses at the Mercy College. Students at Mercy who wish to obtain secondary school certification may take appropriate methods courses at Marymount.

Some faculty members of Nyack Missionary College also teach part-time at Dominican College of Blauvelt. Students from Nyack have been given permission to enroll in Rockland County Community College in mathematics and other courses not available at Nyack. Nyack also shares instructors with Kings College.

The College of New Rochelle operates a marine biology field station on Columbia Island. The College has entered into a consortium arrangement with Fordham University and Iona College to develop this facility further and to make full use of this resource.

Education majors at Iona College can take special methods courses for elementary teaching at the College of New Rochelle, while New Rochelle students can go to Iona for secondary school education courses. These two institutions have also made joint use of professors in the Russian and Italian languages. Iona students may complete courses for a major in sociology at the College of New Rochelle.

After completion of the Bachelor of Divinity degree at the Capuchin Theological Seminary a student may continue in a cooperative program toward a Master of Theology at Maryknoll Seminary.

Following the discontinuance of their college by the Sisters of the Resurrection, students were sent to Marymount College to complete their studies. One faculty member and a librarian were also retained at the College.

Rockland Community College through its Evening Division has made graduate courses in education available. The courses are offered by New York University and S.U.C. at New Paltz faculty.

Manpower Development

St. Joseph's Hospital provides facilities and equipment for a highly specialized course in radiology for Fordham University and Manhattan College.

Nursing students enrolled in Rockland County Community College's associate degree program are given field placement and observations by graduate nursing education students from Teachers College (Columbia University).

Doctoral-level students from the School of Social Work at Yeshiva University have been field-placed as teachers in the Rockland Community College. They provide instruction in the associate degree program in Human Services.

Educational Opportunity

The Cooperative College Center is an administrative division of the S.U.N.Y. College at Purchase, however, educational sponsorship and staffing of the Center is also shared with Manhattanville College and Sarah Lawrence College. Initiated through the stimulas of SEEK funds, now external support has also been obtained through the Higher Education Opportunity Program. The objective of the Center is to furnish specially selected, economically and educationally deprived students with a flexible lower division curriculum which enables them to successfully complete a four-year program. Students are nominated to the program by community action groups, and through direct application. A ten-week series of selection seminars offer a mechanism by which the students and the Center can jointly determine whether the student is capable of continuing. The students proceed to regular undergraduate work and are given supplementary educational training in the academic skills that are needed for the individual to continue satisfactorily. Assistance is given at the lower division level until the student has demonstrated the capacity and the desire to advance into upper division studies.

Teacher Education

The Sarah Lawrence College Center for Continuing Education has worked in conjunction with a number of institutions of higher education to supply area women with graduate opportunities in specialized educational fields. With the support of the Carnegie Foundation three cooperative programs have been conducted. The Bank Street College of Education co-sponsored an experimental masters program for preparing women to become school counselors. Most of the admissions, instructional and counseling staff are supplied by Bank Street College, while Sarah Lawrence provides much of the facilities and some instructional staffing. The degree is awarded through Bank Street College.

In association with the Center, New York University supplies a program leading to a masters degree in elementary education. Recruitment and guidance is given by the Center, although the final selection of students is made by the University. Courses are taught at the Center by the University's staff and the degree is issued by the University.

The Pratt Institute also has collaborated with the Center to offer a masters degree in library science. Although some of the coursework could be taken at the Center, some of the classes had to be taken at the Brooklyn campus of the Institute.

Continuing Education

The New York University Graduate School of Social Work conducts a social work education program for mature women in White Plains. The Sarah Lawrence College Center for Continuing Education often refers potential students to this program, participates in on-going research projects, and administers some scholarship procedures. However, all interviews and programs are conducted by the University.

Two-Year Colleges

An Esso Education Foundation grant to Sarah Lawrence College has supplied the financial basis for a graduate program to prepare teachers for two-year colleges. The program includes a teaching internship at a two-year college along with concurrent academic studies. Several community and junior colleges have agreed to accept interns and an advisory council includes presidents and deans from fourteen colleges and universities.

Marymount College conducts three- to four-day faculty exchange programs with area two-year colleges.

Innovative Cooperative Arrangements

Some of the colleges* in Westchester County are also discussing formalization of a similar consortium.

Syracuse - Mohawk - Northern Region

Financing

Two poets have been asked to participate in the Upstate New York Poetry Circuit each year. The circuit includes thirteen institutions of higher education.** Each poet spends two weeks in the region and gives between ten to fifteen readings at some of the colleges. This block-booking reduces the travel expenses incurred by any one college and it generally lowers the actual total honorarium costs. The venture has been in operation since 1959.

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*Briarcliff, Elizabeth Seton, Iona, Kings, Manhattanville, Marymount, Mercy, New Rochelle, Pace, Sarah Lawrence and Westchester Community Colleges.

**Cazenovia, Hamilton, Utica and Wells Colleges, Colgate, Cornell and Syracuse Universities, and the S.U.C. at Buffalo, Cortland, Geneseo Oneonta, Oswego, and Potsdam.

A joint Spanish program in Granada brings students from Colgate University and Wells College together for a summer learning experience. The students live in a rented, common, living center. Directorship responsibilities alternate between the institutions.

Colgate University and Cazenovia College are engaged in joint inter-session programs. Students from these institutions have also held joint theatrical and dance programs. They also initiated and conducted a one-week Festival of the Arts.

Undergraduate students at LeMoyne College are able to attend Syracuse University to obtain particular psychology and economics courses not available at the College. The University also grants graduate credit to some students for some of LeMoyne's upper division courses if the student transfers to Syracuse for graduate work.

A one-semester student exchange is conducted by Colgate University with Wells College. However, both of these institutions also cooperate in the first year of a multi-college January exchange with Hamilton College, Lincoln University (Pa.), and Skidmore College.

Informally accepted student exchange is permitted between the S.U.C. at Potsdam and Thomas S. Clarkson Memorial College of Technology. Both of these institutions also cooperate in the use of infirmary facilities at Potsdam Hospital.

The summer program in environmental biology at the Cranberry Lake Biological Station is a cooperative program of instruction and research conducted and supported by S.U.N.Y. at Stony Brook, S.U.N.Y. at Albany, and the S.U.C. of Forestry, (Syracuse University). By combining selected faculty, field facilities, and specialized equipment from both institutions, a broad-based program is available in which field studies can be carried out within the varied environments of the Adirondack Forest Preserve. Credit earned in courses at Cranberry Lake Biological Station is applicable as resident credit in appropriate undergraduate and graduate degree programs offered by each of the cooperating institutions.

To increase the efficiency of their academic, research and extension programs, a Natural Resources Committee was established to coordinate those activities operated by the S.U.C. of Forestry (Syracuse University) and Cornell University. The College of Forestry also works with all units of the State University through the S.U.N.Y. Water Resources Center. The Center strengthens research, instruction and public service activities dealing with water sciences.

The S.U.C. at Cortland supplies teaching staff for the evening program offered at the S.U. unit at Frankfort facility.

Graduate level course offerings are provided by the S.U.C. at Plattsburgh on the campus of the North Country Community College.

A graduate fellow from S.U.C. at Potsdam is teaching at the A. and T. College at Canton.

The talents of the Dorian Quintet are shared by the Community College of the Finger Lakes, Fulton-Montgomery Community College, Niagara Community College, and S.U.C. at Plattsburgh.

S.U.N.Y. Upstate Medical Center is cooperating with other medical institutions through the Association of American Medical Colleges. The Center is engaged in a cost allocation, pilot study to examine the expenses involved in operating medical programs.

Continuing Education

Syracuse University is conducting a program to improve the organizational and leadership abilities of black leaders from community action groups in Albany, Troy, Binghamton, Poughkeepsie and Syracuse. Approximately thirty leaders are participating in the series of five, three-day workshops. Six institutions* will be assisting in the strengthening and maintenance of this project in the Capital District. The program is funded under Title I of the Higher Education Act of 1965.

The Central New York Consortium consists of eleven institutions of higher education within five counties. The consortium has produced two television programs of regional interest for community leaders. The consortium is voluntary and offers an informal mechanism for discussion and coordination of public information activities.

Teacher Education

An innovative and creative elementary school in Syracuse has brought about coordinated approaches to the utilization of student (associate) teachers. A single staff member of the Martin Luther King School supervises all of the activities of student teachers sent from Hobart and William Smith Colleges, the S.U.C. at Cortland and Oswego and Syracuse University. The associate teachers are considered to be professionals and treated as such. Consequently, the much higher proportion of associate teachers sent to this school than is typical of most cooperating schools, has enabled the adoption of many specially developed units of instruction for an inner-city school.

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*College of Saint Rose, Hudson Valley Community College, Rensselaer Polytechnic Institute, Siena College, S.U.N.Y. at Albany, Union College.

Cazenovia College has cooperated with Syracuse University in the University's program to prepare two-year college faculty for teaching Afro-American studies. Faculty prepared at Syracuse will intern at Cazenovia. One Cazenovia faculty member has become a student in the program.

Four S.U. Colleges* are engaged in a cooperative exchange of instructional staff and education students for the student teaching experience.

A Semi-professional Training Project to prepare teacher assistants in a career ladder program involves Maria Regina College, the S.U.C. at Oswego and Syracuse University in association with the Eastern Regional Institute for Education and thirteen school districts in Onondaga and Oswego Counties. This project, funded under the Education Professions Development Act provides on-the-job experience, teacher guidance, counseling, coursework, workshops and college training. Close coordination is maintained.

The preparation of increased numbers of remedial reading teachers is the goal of a cooperative master's program offered at St. Lawrence University. Students in St. Lawrence's program in clinical psychology are able to obtain additional necessary courses in diagnostic and remedial reading at S.U.C. at Potsdam.

The Eastern Regional Institute for Education (ERIE) is focusing its efforts on the improvement of process-oriented curricula by developing, testing, installing and evaluating such programs in the lower schools. One program, "Man - A Process Approach," has been aided through the cooperation of regional college faculty who provide direct assistance to schools in their area. Twenty colleges are involved in New York and Pennsylvania. Eleven are from New York.*

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*S.U. Colleges at Brockport, Oswego, Plattsburgh and Potsdam.

Educational Innovation

Four colleges are coordinating and integrating their resources for television through the Northeast New York Educational Television Association. Clinton Community, North Country Community, and Paul Smith's Colleges are involved in this network for educational programming.

An effort to adapt computer-assisted instruction techniques to medicine is being conducted through the collaboration of Upstate Medical Center and Harvard University.

A telewriter course in the elements of modern math for teachers was transmitted to the A. and T. College at Cobleskill from S.U.C. at Oneonta. A course in data processing was returned. Both courses were supplemented by faculty visitations.

Innovative Cooperative Arrangements

An informal association of four colleges and universities called the North Country College Council has been succeeded by a formal consortium known as the Associated Colleges of the St. Lawrence Valley, Inc. A charter has been applied for. Member institutions include the Thomas S. Clarkson Memorial College of Technology, St. Lawrence University, the S.U.C. at Potsdam and the A. and T. College at Canton. The consortium has been formed to advance cooperation in all academic and administrative areas, and to facilitate joint study and utilization of existing resources. This consortium has working committees to study the interchange of students and credits, to share faculty in the fields of foreign languages and developmental reading, to share instructional resources, to cooperate in fiscal matters, to develop library cooperation, and one committee was established to assess the higher education needs of Massena. To provide a basis for further planning Canton will be studying cooperation in the field of educational media, Potsdam will accept the responsibility for library cooperation, St. Lawrence will act as the focus of activities relating to cultural events, and Clarkson will provide leadership in exploring joint computer utilization.

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*Canisius, Keuka, Mt. St. Mary Colleges, Niagara University, S.U.C. at Cortland, Geneseo, Fredonia, Oneonta, Plattsburgh, Potsdam, and the College of St. Rose.

A United States AID program funded a project in which selected civil servants from Peru went to Syracuse University, the Institute of Public Administration, and the University of Southern California. The project was completed in June, 1969, and supplied the students with masters degree coursework in public administration. Stipends to cover the living and travel expenses of the students were available.

A reading clinic is being planned and developed through the combined efforts of S.U.N.Y. at Buffalo, Niagara Community College and the Niagara Public Schools. The clinic will utilize reading teachers as instructors and will attempt to diagnose and treat the reading problems of pre-college and public school teachers.

Educational Opportunity

The S.U.C. of Forestry (Syracuse University) has been assisted in a Forestry Education Opportunity Program by S.U.N.Y. Upstate Medical Center and the S.U.N.Y. SEEK program. The goal is to provide increased access to forestry and related fields for disadvantaged students. It is expected that this emphasis will be expanded to include graduate students as well.

Manpower

To develop and improve graduate education and research programs in tropical forestry, the *S.U.C. of Forestry* (Syracuse University) has obtained the cooperation of the University of the Andes (Venezuela) and the Institute of Tropical Forestry (Puerto Rico). A study abroad program in Landscape Architecture was arranged with the San Carlos University of Guatamala.

To improve their curriculum in medical technology, a cooperative teaching program has been created between the *S.U. Colleges at Oswego, Plattsburgh* and *Potsdam,* and the *S.U.N.Y. Upstate Medical Center*. The Center has also worked with *Syracuse University* to develop a nursing education curriculum and a nurse training program. A school nurse teaching course is presented at *S.U.C. at Potsdam* by *S.U.C. at Plattsburgh* faculty.

The industrial arts departments at the *S.U.C. at Oswego* and Traro Teachers College (Nova Scotia) have created an articulated industrial arts curriculum.

Two-Year Colleges

Students at *Columbia-Greene Community College* can register for a dual enrollment program with the *S.U.C. of Forestry* (Syracuse University) to assure their smooth articulation from junior to senior college coursework. Similar facilitative actions have been taken to admit transfers from engineering science programs in all community college units at S.U.N.Y. and from *Paul Smith's College's* pre-professional two-year program.

Innovated Cooperative Arrangements

The *S.U.C. at Potsdam* has developed cooperative M.A. programs in

Spanish with the University of Madrid, and in French with the Institute de Touraine.

A cooperative field school in archeology was developed at Trois-Riviere, Quebec. The school is operated under the joint auspices S.U.C. at Oswego, the University of Quebec and the University of Trois-Riviere.

Libraries

Hamilton College, Kirkland College and Colgate University have formulated a joint cataloging system so that students at each college may draw on the combined library assets of the three institutions. A daily delivery service increases the utility of the concept's application. The three libraries have coordinated their book purchasing to avoid duplication whenever possible.

An informal agreement with Syracuse University makes it possible for LeMoyne College's students to do research work there.

Mater Dei College and Wadhams Hall also have maintained a union cataloging system.

One of the two regional library networks included in this region is the Central New York Reference and Resources Council. Serving the libraries in four counties,* the Council has conducted an interlibrary delivery service for its members, has cooperated with the Bibliographic and Reference Center (BARC) at Cornell University, has prepared a union listing of available serials and a directory of library resources, and is to participate in a pilot system with direct access to the New York State Library. Workshops and conferences have been held for the professional development of librarians.

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*Herkimer, Madison, Oneida, and Onondaga Counties.

The second network is the North Country Reference and Research Resources Council which assists thirteen libraries associated with colleges and universities in six counties* to cooperate with other public, private and industrial libraries. Consultative service is made available through the Council, and interlibrary communications have been stimulated by the use of telephone credit cards and teletypewriters. A delivery system has been created and searches are conducted for materials needed. Current topics of importance are discussed at special meetings. This Council also utilizes BARC. It is planned that future projects may lead to an area union catalog, better coordination in acquisitions, and the securing of a central storage facility.

The Southern Tier Region

Financing

In an effort to enhance the cultural opportunities available to each of their campuses the A. and T. College at Alfred and Alfred University have had their cultural programs coordinated with one another to maximize the benefits students receive from these activities. Accordingly, the cooperative series in the arts, humanities and sciences is open to students from both colleges, as it is to the local community. These same institutions also cooperate very informally in sharing stenographic and secretarial services and by permitting cross-registration.

A superior photography laboratory at Ithaca College has been made available to students from Wells College, so that Wells' students could capitalize on existing equipment without duplicating these expenses.

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*Clinton, Essex, Franklin, Jefferson, Lewis and St. Lawrence Counties.

An informal agreement of very long standing has existed between Ithaca College and Cornell University. Since Ithaca contains a strong music department which offers a specialization in music education Cornell has voluntarily refrained from entering this field.

Since it was incorporated in 1961, the College Center of the Finger Lakes has expanded to include ten New York State colleges and universities* and has demonstrated that three major objectives could be achieved. These are:

1. To develop cooperative programs which would assist the member colleges to achieve more economically and effectively their individual objectives.
2. To develop cooperative projects which were beyond the means or abilities of any one member institution.
3. To enlist the cooperation of other area educational and cultural institutions in educational programs beneficial to the area.

A number of projects have been created by the College Center which are described in later categories, however, some of these have involved the more effective and efficient utilization of member college resources. An Atelier in the Cite Internationale des Arts in Paris has provided an unusually creative environment for an artist-in-residence selected each year from the member institutions' faculty and students.

Research and undergraduate study facilities on Lake Seneca have been made available to all of the institutions. As a part of the Finger Lakes Aquatics Institute operated by the College Center, a 65-foot, jointly operated research vessel has been utilized for a cooperative, undergraduate, summer course in basic limnology. This course is taught by faculty of several institutions and credit is accepted by all ten participating colleges. Classroom facilities are being constructed. In the past Watkins Glen High School generously provided laboratory and classroom space and a National Science Foundation award financed the initial development of the course.

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*Alfred University, Cazenovia College, Corning Community College, Elmira College, Hartwick College, Hobart and William Smith Colleges, Ithaca College, Keuka College, St. Bonaventure University, and Wells College.

Since 1962, the College Center has been able to sponsor an annual Research Grants-In-Aid Program to augment support provided by the member institutions for faculty research projects. Through the Center for International Programs and Comparative Studies, six year-long Non-Western Studies seminar series have been conducted, so that consultants brought in could be utilized by faculty from all of the institutions.

Seven conferences for guidance counselors have familiarized more than four hundred high school personnel with the member institutions and increased the ability of the members to attract quality students. Resource specialists and consultants have held numerous meetings with academic and fiscal administrators to discuss current problems and developments to assist these persons to share their experience, and to aid one another in maintaining efficient operation of their institutions.

Each year a Visiting Lecturer series provides a central mechanism for block-booking approximately ten outstanding speakers. These scholars give successive presentations at several campuses.

A graduate student Exchange Scholar Program is available to any student in good standing at Cornell University, Rochester University or Syracuse University. The program makes it possible for any student in good standing to take advantage of special courses, seminars, laboratory facilities, library resources and research opportunities not available on the student's own campus.

Corning Community College has provided coursework at *Elmira College* to serve students from the city of Elmira.

S.U.N.Y. at Albany and *S.U.N.Y. at Binghamton* have proposed a cooperative program in Italian to begin in September, 1970. A student will be permitted to take approved courses in Italian at either institution for residence credit. In addition, approved graduate courses in Italian at the University of Rome's SUNY unit may be credited toward the master's program. Formal arrangements for admissions, advisement, granting of the degree, and general administration of the program will be the responsibility of the University Center at which the student enrolls.

The *S.U.C. at Cortland* has assisted the S.U.C. being created at Frankfort by supplying some of the new institution's instructional staff.

A full-year study abroad program at Wuerzburg, Germany is cosponsored by the *S.U.C. at Oneonta* and *S.U.N.Y. at Albany*.

Eliminating duplication of effort in the structuring of study abroad programs is the goal of an arrangement whereby the *S.U.C. at Cortland* cooperates with *S.U.N.Y. at Binghamton* in programs at the University of Nice, France; the University of Salamanca, Spain; and the University at Neuchatel, Switzerland.

The noted Lenox Quartet is "in-residence" through the joint sponsorship of *Corning Community College* and *S.U.N.Y. at Binghamton*.

Manpower Development

Cornell University and *S.U.N.Y. at Binghamton* cooperatively administer the federally funded State Technical Services Program. This program is designed to provide industrial personnel with information about technological problems they find to be important. Much of the program consists of referral services to put users of technology in contact with available relevant data, however, funds are also available on a matching basis for consultative assistance, for special short course construction, and for short seminars.

Through the State Technical Services program, S.U.N.Y. at Binghamton has held a graduate level telewriter course in technology at Broome County Community College and at S.U.C. at Oneonta. This course was transmitted from Binghamton to the participating colleges via telephone lines in an experimental approach toward the continuing education of industrial personnel. A similar course in materials science was offered in cooperation with the College Center of the Finger Lakes, as was a video-taped course in computer science. A short continuing education course in the frontiers of manufacturing technology was taught by S.U.N.Y. at Binghamton faculty members on the campus of Broome County Community College.

Evening division adults who obtain an A.S. degree in business administration at the A. and T. College at Alfred may continue on to a B.S. through Alfred University. This specially designed option permits easy transfer without loss of credits. The University also allows regular two-year students at the College to register in the Reserve Officer Training Corps, so that the students transferring on to another institution may complete a full four years of training.

The National Science Foundation through the Advanced Science Education Program has assisted Cornell University to structure an interuniversity training program at the doctoral level. Under this program students specializing in ecology and biological control are eligible for stipends which allow them to spend up to one year at any of the cooperating universities.* Lecturers from each of the institutions offer seminars on a reciprocal basis at each campus.

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*also North Carolina State University, Oregon State University, and the University of California at Berkeley and at Riverside.

The Corning Graduate Center administered by the College Center of the Finger Lakes has provided a residence center for S.U.N.Y. at Buffalo to offer credit courses in engineering, as well as it has for Syracuse University which offers credit courses in business administration and for Alfred University and Elmira College which provide a joint education program. The Graduate Center brings these offerings into a community heavily reliant on trained administrative and technological personnel.

S.U.N.Y. at Binghamton faculty offer a special program to assist the faculty in the Department of Dental Hygiene at Broome Technical Community College.

To assist the S.U.N.Y. Agricultural and Technical Colleges in their implementation of vocational courses in ornamental horticulture, the New York State College of Agriculture (Cornell University) has worked with these institutions to provide subject matter information for instructional purposes.

Educational Opportunity

S.U.N.Y. at Binghamton has assisted Jackson State College (Miss.) by structuring a fifth-year graduate readiness program designed to give the graduates of this Southern College additional and more varied training in preparation for graduate work.

Research on a project combining on-the-job training and literacy education for disadvantaged students is being conducted by the N.Y.S. School of Industrial and Labor Relations (Cornell University) in cooperation with S.U.N.Y. at Buffalo.

Teacher Education

Two projects supported by the Ford Foundation engaged the efforts of Cornell University, Syracuse University, S.U.N.Y. at Buffalo, and the University of Rochester in attempts to improve upon existing programs of preparing secondary school teachers and educational administrators. The Inter-university Program was initiated in 1960 and continued under the grant through 1966. The teacher education component included consideration of recruitment practices, experimental instructional patterns, experimental course contents and interrelations with academic disciplines. Cooperation was seen in inter-university seminars and staff conferences, and in the operation of joint teaching centers. The administrative internship program centered on the development of an optimum preparatory course sequence for school administrators, the structuring of effective intern-school-university relationships, and the evaluation and refinement of internship arrangements so that other administrator preparing institutions could adapt these models to their own programs. The interchange has continued informally since the project was ended in 1968.

The College Center of the Finger Lakes has held regular information-sharing meetings among its member college education department faculty. In addition to general information sharing on program administration, a major effort to coordinate the student teacher programs of these institutions is being planned.

A cooperative masters degree in education is offered by Alfred University and Elmira College through the Corning Graduate Center. A student obtains his degree from one of the institutions, but he is able to take courses from both institutions. This program services many teachers for whom the travel time to the cooperating colleges is prohibitive.

Graduate students in the M.A. program at Ithaca College may enroll for three general supervision courses at Cornell University to qualify for state certification as a curriculum supervisor, as well as to complete their degree. Ithaca is not registered to offer these courses.

Secondary school science teachers along the Southern Tier participated in a National Science Foundation funded institute and in-service workshop in ecology that was conducted by the College Center. Instructional staff for the institute came from several of the member colleges and the cooperatively operated research vessel was utilized. Instructional facilities were contributed by Watkins Glen High School. The objective of the program is to assist the teachers in the implementation of a new state-recommended course in high school biology. The project is to be held again in Geneva during the coming summer.

A non-graded, experimental Consortium School has been instituted in the Utica school system under Title III of the Elementary and Secondary Education Act. Staff members of six institutions of higher education have assisted in the initiation of new types of programs and have offered expert advice on problems being confronted. Students from the colleges have voluntarily participated in the tutorial aspects of the school's curriculum, as have student teachers. A summer program was held for students at Hamilton College in an effort to bring the College-School relationship into a beneficially contiguous setting.

Interns from the Master of Arts in Teaching Program at S.U.N.Y. at Binghamton have been placed at Broome Technical Community College.

Continuing Education

The College Center has supplied a variety of forms of continuing education for its member college faculty in the form of non-credit faculty seminars and series of workshops. Among these have been a sociology seminar series aimed at initiating the development of a continuing network of sociologists (Cornell University and Syracuse University faculty assisted in this) and the Non-Western Studies Series which is aimed at curriculum change. These have often been of a continuing education nature for faculty and administrators for whom the social sciences have not been a teaching field. Many less complex seminars and meetings have also been held.

Of more general importance has been the operation of the Corning Graduate Center, as coordinated through the College Center. The Graduate Center has provided non-credit courses for engineers (through S.U.N.Y. at Buffalo, and S.U.N.Y. at Binghamton) and management personnel (through Syracuse University). Corning Community College has held continuing education courses for the community at the Graduate Center.

Under Title I of the Higher Education Act of 1965, an institute to meet the needs of town and village officials in Otsego and Delaware Counties was designed by faculty members of the S.U.C. at Oneonta and the A. and T. College at Delhi. The training course engaged local government officials in five cooperatively taught sessions held by the colleges using each campus's facilities. Current topics of importance were discussed including fiscal management, social welfare policy, and the improvement of local government.

An unincorporated Catskill Consortium of Colleges has been operating for about two years. The Consortium plays a public service function aimed at identifying the common assets, problems and areas of potential cooperation in community service of the member colleges. It is hoped that the Consortium may eventually be able to nurture and enrich the capacity of the participating institutions to improve the Catskill region, and to coordinate the combined, region-oriented research, educational and service activities. A Catskill

Regional Forum was held in May of 1969. The Consortium includes Cornell University (through the New York State Colleges of Agriculture and Home Economics), the S.U.C. at Oneonta, the A. and T. College at Delhi, and Syracuse University (through State University College of Forestry).

A Consortium on Community Crises was built between faculty members at Cornell University and Sarah Lawrence College. During the first year of this consortium the two institutions are developing conceptual and developmental techniques by which community crises can be diagnosed sufficiently well to permit the application of the research findings obtained in both community action and training programs. These techniques are not being field tested in several communities. Subsequently, the results will be employed to assist those communities by comparing the community needs identified with the resources of the universities and colleges available to help to improve their involvement in community programs.

A short course for highway superintendents was prepared by the S.U.C. of Agriculture (Cornell University) under the sponsorship of the Town and County Officers Training School. This course is being conducted around the State in cooperation with ten two-year colleges.*

Seminar series for industrial agency personnel have been provided at the A. and T. College at Canton by the N.Y.S. School of Industrial and Labor Relations (Cornell University). Topics include: motivation, management by objectives, communication, performance appraisal and decision-making.

Educational Innovation

An academic year institute to provide college faculty members in the

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*A. and T. Colleges at Alfred, Canton, and Delhi; Broome Technical, Erie, Mohawk Valley, Hudson Valley, Monroe, Sullivan and Westchester Community Colleges.

Finger Lakes area with a theoretical and practical background in educational media and the issues involved in instructional development was organized by Ithaca College and Cornell University. Through this Education Professions Development Act-sponsored institute, each participant was aided in the application of existing knowledge about media to a major instructional problem. The theoretical basis of using media, relevant research findings, and the adaptation of media to institutional resources were dealt with. The institute staff members assisted participants to employ their knowledge during the instructional year.

The Finger Lakes Regional Computing Organization is a National Science Foundation project to encourage the development of an experimental, academic, regional computing network in New York State. Cornell University's computer facilities are being utilized by five area colleges* and one Board of Cooperative Educational Services representing ten school systems. The project sought to construct a computer network for instructional service and to study the impact of deploying such a facility. Various forms of training programs were utilized to educate faculty as to the potential of the program. A number of courses were specially developed or adapted to use the system available.

For sociology faculty to secure a sufficiently strong background in computer usage to permit them to utilize this aide in research and instruction, the College Center of the Finger Lakes obtained National Science Foundation support for a summer institute and an in-service program to attain this goal. The institute and workshops have initiated the emergence of an area network of sociology faculty in the region. The project received direction from Keuka College, and Cornell University organized the ten-day summer institute for the College Center.

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*Eisenhower, Elmira, Ithaca, Keuka and Wells Colleges.

Workshops and conferences dealing with computers for a more general audience of faculty and administrators have been coordinated by the College Center under a Shell-Assists grant.

A regional computing network has been created with a base at S.U.N.Y. at Binghamton. Seven units of the State University* use remote terminals to utilize the larger computer capability at the University and arrangements are in effect to share standardized software.

Innovative Cooperative Arrangements

A statewide Conference on Interinstitutional Cooperation was co-sponsored this past spring by the College Center of the Finger Lakes and the Office of Management Services of the New York State Education Department. In a similar way the College Center worked with the Department's Office of International Programs and Comparative Studies to hold a statewide Conference on Future Educational Needs (in International Education).

One of three Consortium Research Development programs funded in New York State by the United States Office of Education strengthened the Educational research capabilities of faculty and administrators within the College Center. Consultants have conducted joint workshops and seminars on current topics of research interest, and on innovative approaches to higher education. Seed-grants and consultative support have been given to faculty developing research projects or curriculum changes. One such project terminated in a $90,000 grant by the National Science Foundation to Ithaca College to adapt a new approach to teaching chemistry at the undergraduate level.

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*A. and T. Colleges at Alfred and Delhi, Corning, and Broome Technical Community Colleges, and the S.U. Colleges at Cortland, Oneonta and Oswego.

Cornell University and the London School of Economics have maintained a seven-year relationship aimed at stimulating and upgrading research on the problems of the geographic regions encompassed within East and Southeast Asia. Faculty committees at each institution establish the policies guiding administrative policies, award grants, and provide guidelines for project development. Under the program student and faculty exchanges are possible, research grants are offered and seminars are held.

The N.Y.S. College of Human Ecology (Cornell University) has cooperated with Syracuse University and five other institutions of higher education* in the National Laboratory in Early Childhood Education. The College has also participated in cooperative research and teaching programs dealing with home economics and housing. One aspect of these efforts is involvement in a 52-committee arrangement to identify and categorize family economics materials.

Libraries

Libraries in the twelve counties** served by South Central Research Library Council have been able to participate in the "3R" program. The Council has been building informal communication channels and has enabled the libraries to draw upon the Bibliographic and Reference Center (BARC) which serves as a interlibrary loan clearinghouse. A catalog card copy system is being tested and area historical resources are being preserved and cataloged. Creation of an urban and regional planning information center is being studied.

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*Chicago University, George Peabody College for Teachers, University of Arizona, University of Illinois, University of Kansas.

**Allegany, Broome, Cayuga, Chemung, Chenango, Cortland, Delaware, Otsego, Schuyler, Seneca, Steuben and Tioga Counties.

Statewide Arrangements

Financing and Planning

Since 1962 the Empire State Foundation of Independent Liberal Arts Colleges has served to facilitate the establishment of channels of communication between its twenty-five member institutions* and corporations interested in providing financial assistance to these independent colleges and universities. Institutional personnel are asked periodically to represent the entire Foundation to corporate foundations and to corporations. Operating funds secured in this manner are then distributed (60% equally, 40% by enrollment) to the member institutions as a supplement to their individual development efforts.

The Association of Colleges and Universities of the State of New York, founded in 1906, is presently composed of 167 degree-granting institutions of higher education within the State. Of these, 107 are private institutions and 60 are public institutions within the City University of New York and the State University of New York (including the community colleges). The principal objectives of the Association are to help coordinate the data gathering and information sharing efforts of the individual institutions through the creation of a central clearinghouse, to serve in a liaison capacity with the departments of State government, to provide information for the member colleges on legislation affecting higher education in New York State. The Association also attempts to promote effective public relations on the part of member institutions, to foster research and planning studies for the improvement of educational opportunity within higher education, and to promote increased cooperation among all institutions of higher education throughout New York State. Some forty-eight colleges and universities were cooperatively involved in the Visiting Student Program of the Association which enabled students to spend one semester or a year at another institution.

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*Adelphi University, Alfred University, Bard College, Barnard College Colgate University, D'Youville College, Elmira College, Hamilton College, Hartwick College, Hobart & William Smith Colleges, Houghton College, Ithaca College, Keuka College, Manhattanville College, Nazareth College, College of New Rochelle, Roberts Wesleyan College, Russell Sage College, St. Lawrence University, College of Saint Rose, Skidmore College, Union College, Wagner College and Wells College.

The Commission of Independent Colleges and Universities, founded in 1965, is a sub-unit of the Association of Colleges and Universities of the State of New York. The Commission's 15 elected members represent 107 of the State's private institutions of higher education (the Association represents both the public and private sectors). The Commission was formed to insure the youth of our State adequate educational opportunity. It studies, discusses and represents before appropriate authorities the special problems, responsibilities and contributions of the private institutions within the total framework of higher education in New York State. The principal objectives of the Commission are to insure effective cooperation with the tax-supported institutions, and to unify, channel, and make articulate the vast resources of private higher education. It seeks to work constructively under the leadership of the Board of Regents within the traditional pattern of the University of the State of New York in meeting the problems that lie ahead.

Arrangements are in effect which permit doctoral students in good standing to take authorized course work at any of the State University of New York Centers and the College of Forestry. They need not go through a standard admissions process.

The four State University Centers have developed a joint program to provide the opportunity for their students to spend a year abroad at the University of Nice, France.

The Conference of Catholic Colleges and Universities is a statewide association established to provide an information exchange mechanism. Yearly meetings are held to discuss pending legislation and problems related to Catholic institutions of higher education.

A general sharing of planning information is the primary objective of the New York State Junior College Association. All of the two-year colleges, public and private, are represented in the Association.

Teacher Education

From 1965 to 1968 the New York State Education Department and the Danforth Foundation sponsored a Five College Project to determine whether teacher preparation programs could be upgraded if the programs were organized in reference to institutional goals and criteria, rather than according to statewide teacher certification and evaluation standards. A total university approach to planning the teacher education sequence was emphasized, along with a stress on the academic disciplines as the core of the curriculum. The institutions which cooperated in this exploratory venture included Brooklyn College, Colgate University, Cornell University, S.U.C. at Fredonia, and Vassar College.

Continuing Education

The City University of New York and the State University of New York have sought to expand the availability of undergraduate coursework to the State's citizens through the University of the Air (UNIVAIR). UNIVAIR has been operating for more than two years to offer credit and non-credit courses via television. UNIVAIR assists the two university systems to make optimum use of available staff, while providing an access to advanced education through a medium ideally suited to reaching sectors of our population unable to participate in typical extension and evening programs.

Educational Innovations

A joint Institute for Research on Learning and Instruction was organized by the City University of New York and the State University of New York to study the application and usage of the newly emerging technologies in education. Areas for study include programmed instruction, television and teaching machines. A major project was initiated with the assistance of the International Business Machines Corporation, (which supplied the basic computer capabilities needed through its Thomas J. Watson Research Center) and Holt, Rinehart and Winston, Inc. (which provided instructional materials or software). CAI instructional programs are being made available to fourteen campuses* through telephone connections made with thirty-two terminals. An assessment of the effectiveness of this approach will be used to refine future applications.

Innovative Cooperative Arrangements

An exchange mailing list has been circulated periodically between the art galleries associated with all State University units. An invitational Raku show was also held.

Two-Year Colleges

To improve the articulation of high school and post-high school programs in agriculture, the S.U.N.Y. College of Agriculture has worked with six two-year colleges,** the Bureau of Agriculture and the

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*City University of New York - Graduate Center, Brooklyn College, City College, Queens College and Richmond College; State University of New York - University Centers at Albany, Binghamton, Buffalo and Stony Brook, State University Colleges at Fredonia, New Paltz, and Plattsburgh, and Nassau Community College.

**S.U.N.Y. A. and T. Colleges at Alfred, Canton, Cobleskill, Delhi, Farmingdale and Morrisville.

New York State Education Department.

Libraries

The New York State Reference and Research Resources Program has been established under the auspices of the New York State Education Department's New York State Library, Division of Library Development, Bureau of Academic and Research Libraries. Since its creation in 1966 the program has sought to provide a statewide network by which the advanced researcher could quickly and efficiently obtain library resources otherwise unavailable. While libraries of colleges and universities play a major role in the operation of the program, their resources are greatly extended by many public and special libraries which also participate. Many of the cooperative activities are organized by regional "3R" group libraries (discussed in appropriate regions), but several statewide operations have been implemented. An unsuccessful attempt to develop a statewide facsimile transmission was terminated. The New York State Interlibrary Loan Program improved the ability of serious library users to obtain specialized research materials from all parts of the State. A Union List of Serials is being developed to include all serials held by libraries in the State. Techniques for electronically processing the administration of these programs and for generating new library research tools is continuing.

The Five Associated University Libraries (FAUL) is a consortium established to share resources of the libraries of S.U.N.Y. at Binghamton and S.U.N.Y. at Buffalo, and Cornell, Rochester and Syracuse Universities. FAUL has initiated a number of exchange mechanisms including a daily interlibrary loan system, open in-person borrowing privileges for faculty, development of an integrated electronically based catalog file, and applying electronic data processing techniques and microfiche procedures to the assimilation and dissemination of information regarding library holdings. Interlibrary visitations are held by circulation staffs and additional methods of coordinating library operations are being discussed.

Interstate Arrangements

Financing

Five universities* in New York were among forty-eight universities in the United States which formed a consortium called the Universities Space Research Association. The Association will foster increased cooperation among these universities, research organizations and governmental agencies to advance research in outer space. It is expected that the consortium will acquire, plan, construct and operate joint laboratories and other facilities for research, development and education. The Lunar Science Institute in Houston is one such facility.

To enhance their planning and institutional research capabilities, Briarcliff College and Vassar College have joined with six other liberal arts colleges** to conduct cooperative institutional studies of policymaking importance. The College Research Center is designed to provide a research facility to carry out their longitudinal and short term research needs and to offer a mechanism for planning and coordinating joint studies. The Center is housed at Vassar College, but has been supported by institutional contributions and by the College Entrance Examination Board. The Center has permitted the shared use of research personnel, the sharing of data processing costs, the utilization of comparable study data, the systematic description and analysis of important problems, and the cooperative utilization of data.

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*Rensselaer Polytechnic Institute, Rockefeller University, S.U.N.Y. at Buffalo, S.U.N.Y. at Stony Brook, and the University of Rochester.

**Hollins, Mount Holyoke, Randolph-Macon's Womens, Trinity, and Wheaton Colleges.

The S.U.C. at Buffalo exchanges faculty with the Diusbury College of the University of Manchester. It also engages in a faculty and publications exchange with the Polish Academy of Science.

Educational Opportunity

The Council for Opportunity in Graduate Management Education has been formed to increase the number of minority group members in managerial positions. The Council is centered at Columbia University, and includes Cornell University, as well as seven out-of-state universities.* An initial one million dollar grant was made to the Council by the Alfred P. Sloan Foundation.

Educational Innovations

The Interuniversity Communications Council (EDUCOM) grew out of the attempt by large universities to share their physical and intellectual resources. Many of EDUCOM's activities have dealt with the various facets of developing technological advances. Charter members in New York State included the State University of New York and the University of Rochester. Initial support for the consortium came from the W. K. Kellogg Foundation; however, many foundations and corporations have provided additional aid. The personnel of EDUCOM conduct operational and exploratory projects, provide consultative assistance to special panels, accumulate and disseminate relevant information, and sponsor symposia. It is hoped that educational resources may eventually be distributed through an intricate, multimedia network involving computers and other data processing machinery. Seven additional New York State Institutions are now involved.*

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*Carnegie-Mellon University, Dartmouth College, Harvard University Massachusetts Institute of Technology, University of California, University of Pennsylvania, and Stanford University.

Innovative Cooperative Arrangements

Bard College, New College at Hofstra, and Sarah Lawrence College were charter members of the Union for Research and Experimentation in Higher Education. The Union now includes nine additional institutions** outside of New York which have endeavored to encourage research and innovation in higher education. The Union sponsors Field Study Centers in which students, faculty and local persons work together in attempting to deal with community needs have been developed by the individual colleges, and by the consortium for all students. Conferences and workshops on educational innovations are held and a newsletter *Notes* is distributed. One workshop on black studies was co-sponsored by the State University of New York.

The National Council of Associations for International Studies is itself a "consortium of consortiums" in that its membership is composed of associations like the College of the Finger Lakes*** which are focusing their institutions' efforts in foreign studies education. A prime concern of the Council has been the improvement of undergraduate programs in international education. The Council cooperates with the New York State Education Department in the sponsorship of a Foreign Area Materials Center. The National Council has worked to disseminate curriculum materials and scholarly information through publications and conferences.

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*The City University of New York, Colgate University, Cornell University New York Institute of Technology, New York University, Polytechnic Institute of Brooklyn, Syracuse University.

**Antioch, Goddard, Loretto Heights, Monteith, Nasson, New College (Sarasota), Northeastern Illinois State, Shimer and Stephens Colleges.

***also Associated Colleges of the Midwest, Center for International Programs and Comparative Studies, Central States Colleges Association, Cincinnati Council on World Affairs, Great Lakes Colleges Association, Indiana Project in Non-Western Studies, Kansas City Regional Council for Higher Education, Regional Council for International Education, University Center in Virginia, and the World Affairs Center in Vermont.

Barnard, Bennett and Elmira Colleges have been among twenty-four institutions involved in United States-India Women's College Exchange. Faculty members are exchanged under this program for varying periods of time.

Libraries

Initiated in 1965, the Biomedical Communication Network was designed to tie four medical centers together in order to amplify their resources, thereby providing improved medical services. The Network now unites thirteen libraries. Seven of these are in New York State.* Located at the S.U.N.Y. Upstate Medical Center, interlibrary communications terminals assist in locating needed research materials through a centrally stored data base. Interlibrary exchanges augment this system. A national data bank is the long-term goal.

The Latin American Cooperative Acquisitions Program was created by the New York Public Library System, the University of Texas and Stechert-Hatner, Inc. The project serves forty-plus libraries engaged in Latin American Studies. A continuous order system provides subscribing institutions with all books issued in this region.

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*Albany Medical College, S.U.N.Y. at Buffalo, S.U.N.Y. Downstate Medical Center, S.U.N.Y. at Stony Brook, S.U.N.Y. Upstate Medical Center, the University of Rochester.

The Farmington Plan is a voluntary agreement under which approximately sixty libraries have accepted the role of developing complementary specializations in their holdings. For some libraries these responsibilities center on particular subjects while others center on special countries.

Thirty-eight research libraries including those at Cornell University, S.U.N.Y. at Buffalo, and the University of Rochester participate in the Center for Research Libraries. The Center offers a common pool of infrequently used library materials, cooperative acquisition and cataloging procedures, and coordinated purchasing processes.

III

THE CONTRIBUTIONS OF INTERINSTITUTIONAL COOPERATION TO THE PRIORITY CONCERNS OF THE BOARD OF REGENTS

The primary objectives of this study were to determine whether existing interinstitutional arrangements among institutions of higher education in New York State were contributing to the alleviation of statewide needs and to determine whether future efforts in this direction could be improved. Data presented in the previous chapter included summary descriptions of over 425 programs, projects and agreements which are being employed in a variety of forms for an equally varied number of purposes. It is clear that there are no suitable criteria by which to assess the impact these disparate activities have had. Total numbers of programs operating, students being served, faculty participating, and dollars being spent or saved would be meaningless as universal measures of success or failure. Although quantifiable indicators are unavailable at this time, it is possible to isolate tangible and often significant outcomes that many consortia have been able to bring about in different areas. These contributions to meeting the priority concerns of the Regents are subsequently reported.

Improvement of College and University Financing

Cooperative arrangements have been able, in some instances, to assist in improving limited aspects of the fiscal operation of participating colleges and universities. Simple reductions of expenditures have been effected in some areas through cooperative administrative procedures. For example, joint purchasing policies and the block-booking of lecturers and performing artists have lowered some forms of expenditures. Occasional joint appointments of faculty and student exchanges have increased available educational options with a minimal investment by the colleges involved.

Another aspect of a financial contribution which is less visible and more difficult to measure, is present, however, and should be emphasized. Many cooperative programs entail more efficient utilization of existing resources. Multi-institutional usage of research facilities and computer networks, and joint appointments of specialized staff capabilities, for example, provides a greater exposure of these resources to increased numbers of participating colleges. Thus, while the costs for a given activity may not be noticeably increased by involving several institutions, the per unit cost of providing a particular service can at times be lowered. This form of economy is more common than over-all reductions in expenditures. At times it has been possible for institutions to combine their resources to secure a larger amount of a given service or product than if each had used their resources alone. The total expenditure may remain approximately the same, but the benefits received have been increased.

In a similar way, philanthropic foundations and some funding agencies have found that their support of some special purpose consortia provides for a more effective use of their available funds. That is, grants and awards made to consortia have enabled the participating colleges to achieve results that could not have been accomplished through solitary effort. Larger grants to a group of institutions permits the funding agency to obtain a greater impact for its grant. By the same token, many institutions have found that their involvement in consortia has made it possible for them to obtain support for activities within a collective framework that they would not have been sufficiently strong to compete for on their own. In light of the financial difficulties of private institutions, this fact alone may help to explain their disproportionate representation in, and initiation of, formally incorporated consortia.

Improvement of Manpower Development

The division of labor in our society requires that many specialized educational programs must be made available to educate and train the wide variety of types of personnel needed. The rapid increase in potential fields for special programs cannot be continually met by developing separate departments for each need. Unquestionably there are some fields in which the demands are such that within some institutions new departments and programs must be created or others must be expanded dramatically. For many areas, however, the needs are sufficiently manageable to permit the pressures to be contained through cooperative action.

Some academic specialties have been created by structuring joint programs in which one aspect of a major is obtained from one institution, and the second part is acquired from another. The Bio-Medical program between R.P.I. and Albany Medical College illustrates this possibility. So do numerous cooperative programs in engineering in which a student takes three years at a liberal arts college and two at an engineering institution, thereby receiving a B.S. and a B.S. in Engineering.

Through cooperative arrangements, some areas of the state which do not have the population needed to warrant the construction of an entire major engineering program have been served by institutions located elsewhere. The Corning Graduate Center's courses in engineering, education and business administration display this potential contribution in one form. The use of Mt. St. Mary's College's facilities by Orange County Community College is a second. Other examples could be cited.

The proposed use of television by R.P.I. and Union College to develop further the engineering capabilities of the Capital District could herald a major mechanism for upgrading manpower training in many other fields. Conceivably, similar projects throughout the State could enhance and extend the impact of existing personnel.

Specialized scientific and medical research organizations in which universities participate have provided the facilities to train scientists and health workers in many different fields. The Cold Spring Harbor Laboratory for Quantitative Biology, the Roswell Park Memorial Institute and the National Laboratory at Brookhaven enable students and faculty from some institutions to obtain the research and clinical experience basic to a sound training program. Appointment of research organization staffs to the universities and colleges often provides the latter with part-time faculty whose presence greatly strengthens the educational program available to students and provides stimulation for faculty at the teaching institution.

Expansion of Higher Education Opportunity

Accommodating the programs of colleges and universities to the disadvantaged student has emerged as a recent and powerful demand. Complex considerations must be dealt with in structuring suitable programs for a student population which actually consists of many different types of individuals. Higher education opportunity contemplates the provision of advanced educational training for inadequately or inappropriately trained persons in age groupings ranging from typical college age through adult status. The recency and largely unanticipated nature of this thrust has led to a wide gap between the goals desired and available facilities and staff.

While many individual institutions have mounted laudatory preparatory programs, the vast majority of institutions of higher education find themselves unable to mold an entire program suitable or sufficient to meet the needs and desires of actual and potential students. Largely through the priority being given to cooperative efforts in this task, the Education Department's Higher Education Opportunity Program has been able to focus attention on this approach and has succeeded in stimulating some potentially more effective programs.

The Wyandanch Center on Long Island, the Cooperative College Center at Purchase, the Staten Island Consortium and the Cooperative College Center in Rochester, among others, are all providing useful experiences and information about consortium approaches to this problem. The combined impact of these groups has allowed the colleges to capitalize on their available strengths in structuring special academic programs while sharing resources which are in small supply. Perhaps equal in importance to the joint usage of well-trained staff in the areas of remedial and special education, have been concurrent gains in less formal ways. Improved social relations between students at nearby colleges (particularly at schools which are not coeducational) and strengthened articulation between community organizations and the colleges have been two such outcomes. The mutual assistance available on problem-solving helps to find solutions to pressing problems and to disseminate usable information more rapidly. In many cases the extent of the problems being handled, and the limitations in staff, support services and scholarship assistance mandate continued consideration of joint efforts by concerned educational institutions.

Extension of Continuing Education

The expansion of continuing education programs had been noted by the Board of Regents to be one of their major master planning concerns. While not being widely employed, the potential for interinstitutional cooperation has begun to be realized through some pioneer efforts in this field also. Although most of the consortia in this area have been stimulated through the stated priorities of the Higher Education Act of 1965, Title I program administered through the New York State Education Department, some have been initiated without support from this source.

In addition to the Corning Graduate Center and the R.P.I. - Union College Television Project which were cited earlier in this chapter, several key projects should be highlighted. The Sarah Lawrence Center for the Continuing Education of Women has, for example, been notably successful in working out cooperative programs with institutions such as New York University, the Bank Street College of Education and the Pratt Institute of Technology. The counseling and educational opportunities established provide women in these programs with benefits Sarah Lawrence could not have provided on its own.

The Staten Island Consortium provides the basis for coordinating and rationalizing the continuing education activities of the four institutions of higher education within this borough. This mechanism not only unites the individual colleges, but helps to systematize the relationships these institutions have with many other active community groups.

In a similar fashion, the assistance being given to community action groups under the Title I project administered through Syracuse University also entails the concentration of limited resources from several institutions upon the improvement of community leadership capabilities.

In a nationwide survey by federal officials, the development of consortia for continuing education among colleges and universities was found to be among the major factors contributing to the success of Title I projects. In various states, Title I grants have led to the formation of urban and community service centers, to the creation of single purpose programs, and to the establishment of statewide mechanisms for cooperation and coordination. The tendency for the trend toward multi-institutional programs was interpreted as being a reflection of the increasing awareness and sensitivity by the institutions as to both the complexity of recognized problems and the existence of problems not previously realized.*

Improvement of Teacher Education

A competent and well-qualified teacher corps is a fundamental prerequisite to the development of quality school systems. Teacher training institutions have recognized the central role they play in nurturing an adequate reservoir of professional and para-professional school personnel. To a large extent the major concerns are no longer centered on the output of greater numbers of teachers. Teachers with substantially upgraded training in the emerging techniques of educational procedures and teachers with critical specialties are now needed. Although numerous opportunities for cooperation exist between teacher training institutions, only limited and exploratory efforts have been made in this direction thus far.

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* Sanchez, Pedro C. Summary Report on Accomplishments Under Title I. (unpublished), Washington, D.C., Department of Health, Education and Welfare, 1969.

The most common cooperative arrangements in this field relate to bi-lateral cross-registration privileges between neighboring institutions. Students at these institutions are able to enroll for specialized methods courses in certain fields to obtain a major not offered at their own institution. This possibility is illustrated by programs existing between Dominican College and St. Thomas Acquinas College, and between Marymount College and Mercy College. The ability of students at LeMoyne College majoring in education to receive graduate credit at Syracuse University enables them to acquire advanced work while undergraduates.

The Center for Urban Education has opened wide vistas for research and development in this critical field.

The Martin Luther King School in Syracuse is an exciting and innovative attempt to provide interinstitutional resources toward creative restructuring of the student teaching experience while supporting a novel, highly relevant curriculum renovation.

Again, the Cooperative College Center in Rochester has become a valuable resource for colleges participating in its operation. The programs available allow each member institution to utilize the urban teacher training opportunities that the Center has developed.

The cooperative masters degree program in education offered jointly through Alfred University and Elmira College has facilitated the continuing education of teachers in the Corning area. This program can be adopted elsewhere in the State when the demand for coursework cannot be satisfied through existing teacher training institutions.

A proposed project being organized through the College Center in cooperation with the Southern Tier Regional Education Center would centralize the placement of student teachers, and would incorporate sophisticated research-based techniques for assessing teacher-class interaction into the supervision process. Interinstitutional student teaching centers, and the cooperative supervision of the student teachers, should increase the value of the student teaching experience significantly.

The joint participation of S.U.N.Y. Albany and Albany Medical College in the Albany Study Center for Learning Disabilities provides a cross-disciplinary basis for furthering both research activities related to child development and clinical training activities for graduate psychology and education students. Similar types of separately established centers already in existence are being utilized by individual colleges. These and new relationships could be broadened and made available to more institutions as the result of cooperative arrangements.

The Increased Adoption of Educational Innovations

Voluntary participation by colleges and universities has been the hallmark of cooperative arrangements. The willful self-exposure by these institutions to change must be accepted as a basic commitment on their part to explore and cultivate areas in which they can be improved. Their participation has been growing steadily and is likely to continue as the regionally oriented intercollegiate cooperative centers expand their spheres of operation and overcome unnecessary remnants of institutional isolation, competitiveness and self-sufficiency. It has long been argued that the development of substantive cooperative relationships evolve out of lengthened periods of experimentation in, and experience with, small scale cooperative efforts. The appearance of more formally organized consortia, and more significant expectations as to the potentials of mutual effort suggests that it may be possible for new and still more viable ventures to be created.

The adoption of innovations through interinstitutional cooperation will be assisted by the pervasive climate of acceptance of this process by institutional personnel. The many successes of joint efforts far surpass the failures. The emergence of visibly effective projects are demonstrating the possibilities such ventures may have. The benefits of these arrangements give tangible evidence that cooperative actions are pathways for institutional growth and improvement. Perhaps this is an indication that many existing and potential projects exceed institutional significance. They are, in fact, demonstrations of what can be attained elsewhere.

Of the many potential applications of interinstitutional cooperation, it is doubtful that any function offers greater promise than the implementation of new educational procedures, systems and media. It is scarcely conceivable that the employment of telephone and television networks and computer systems for research and instruction can be expanded without regard to the total resources of all institutions of higher education. The developmental and operational costs of coming generations of these devices are rapidly surpassing the ability of almost all individual institutions to support and to utilize them. Sharing in these operations may become the only alternative.

Hastening the use of these communications systems has been attempted at the university level by EDUCOM. The implementation of the emerging television systems will be advanced by the television network centered at the Rochester Institute of Technology and that proposed between R.P.I. and Union College. However, a recent engineering commission concluded that television systems would ultimately be of most value to the smaller, less established colleges:

> ...it would seem that interinstitutional TV has considerable potential for making possible the sharing of resources among colleges and universities. Probably its most immediate application will be to make such resources available to developing colleges whose resources are limited.*

Networks of computers for administrative usage, and for computer-assisted instruction have been tested in a limited way among S.U.N.Y. institutions in the Buffalo area, and through the Finger Lakes Area Regional Computing Organization (FLARCO), but these and several others are only initial attempts at utilizing this concept. One can safely predict that more will have to be done along these lines in the future if the potential is to be realized.

Many innovations in higher education do not require extensive outlays for hardware. One of the less tangible achievements of faculty and administrative seminars and workshops held by formally incorporated consortia has been to speed up the dissemination of information regarding new developments and new approaches in teaching, research and administration. These meetings provide stimulation and encouragement to adopt techniques and procedures already in operation elsewhere.

It might also be stressed that the vast majority of projects described in this report are themselves innovations which have required substantial efforts to structure. The Statewide Campus Exchange program of A.C.U.S.N.Y., for instance, and the incorporated cooperative centers are innovations in their own right which may stimulate the adoption of related projects and programs.

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*Commission of Education. Educational Technology in Higher Education, Washington: National Academy of Engineering, 1969, p.12.

The Improvement of Two-Year Colleges

Beyond their participation in the more formal, inter-collegiate cooperative centers, most two-year colleges have not been involved extensively in cooperative endeavors with one another. Understandably, many factors such as their local community orientation, their local financial support, the distance between institutions, and their rapid growth work counter to the requirements of cooperative programs. Equally difficult factors confront four-year colleges, and even other two-year colleges in the nation, yet numerous cooperative programs have been created. It would appear that interrelating the public and private two-year colleges of New York could lead to equally advantageous developments.

The Rochester Institute of Technology program for preparing instructors in two-year college technology programs is an extremely successful joining of two-year colleges with senior institutions. The special requirements of teaching in two-year colleges will be well met by such integrated projects.

Expanded and diversified educational experiences can be brought about through arrangements which permit two-year college students to take advantage of educational, social and cultural opportunities on the campuses of four-year institutions. The Bronx Community College's cooperation with New York University in the performing arts, for instance, has many notably desirable benefits.

A particularly important form of cooperation has been the assistance given to two-year institutions in developing fully transferable programs by four-year colleges and universities. This type of effort has been most common in the technology fields although other fields have benefitted also.

Strengthening of the Collegiate Level System of Libraries

The system of library cooperation has emerged as the most highly developed form of interinstitutional cooperation in the State. The combined efforts of the various "3R" groups have served to secure an increasingly more comprehensive and integrated approach toward making the entire State's research resources accessible to the serious researcher. Statewide efforts have been supplemented by the voluntary participation of libraries in other cooperative efforts of all types. Additional exchanges between other groups such as the Five Associated University Libraries and the Bio-medical Communications Network have facilitated the information acquisition procedures of the sophisticated researcher in numerous ways. Less formal coordination of library purchasing and cataloging activities between individual colleges have been of assistance to students and faculty at these institutions.

Summary

It is clear that interinstitutional cooperation is making a distinct and generally positive contribution to the resolution of a variety of problems in higher education. Although this report utilized the priority concerns of the Board of Regents for its basic classification of projects, cooperative projects have been able to assist in other areas as well. For example, regional planning, institutional research, and international education could have been used to group some projects. As in any such classification system, the extent to which the total field can be subdivided is endless and little value would be obtained from doing so. It is important to note, however, that in many ways cooperative practices can be successfully utilized to assist the master planning objectives of the State, as well as they can be used to aid individual institutions to attain their own goals. To varying degrees existing cooperative projects are serving to contribute to achieving the following objectives of the State's system of higher education:

1. To diversify and expand the number of academic and vocational specialties available to students.
2. To upgrade and extend manpower training, continuing education and educational opportunity.
3. To permit established and less well-developed colleges to strengthen themselves and to enable them to continue to participate in the main stream of academic life.
4. To increase the rate of acceptance and utilization of educational innovations.
5. To focus attention on the solution of problems common to all institutions of higher education.
6. To provide educational programs and services in geographic areas inadequately served in the past.
7. To concentrate and coordinate institutional, State and federal resources on the solution of regional problems.
8. To improve the administrative and fiscal management of institutions of higher education.
9. To enable colleges and universities to develop and maintain the teaching and research resources needed to attract and retain quality faculty and staff.

IV

CHALLENGES CONFRONTING THE EXPANSION OF INTERINSTITUTIONAL COOPERATION IN NEW YORK STATE

1. Interinstitutional practices in higher education are widespread geographically, but need to be increased in extent in all regions.

The inventory of cooperative arrangements prepared in this study identified approximately 425 ways in which colleges and universities were working together to accomplish specific objectives. Although all of the geographic planning areas utilized in the Statewide Plan evidenced some examples of these ventures, the amount of activity in each of these regions is not evenly distributed. Despite the uneven distribution of cooperative practices, it is evident few institutions in any region have begun to fully exploit the potential benefits derivable from regional planning and coordination.

In addition, very few institutions have become involved in any sizable number of cooperative interchanges with other institutions. There appears to have been a broad philosophical acceptance of the concept of interinstitutional cooperation. Nonetheless, except for practices which are easily established and which are administratively and fiscally expedient (joint faculty appointments, cross-registration in specialized and low enrollment courses, etc.) very few projects developed in one region have been duplicated or adapted in other regions.

Many of the projects identified are not closely related to institutional long-range objectives. Frequently cooperative agreements have been instituted to accommodate immediate and short-lived needs. Much in the way of experience and resources is lost when mechanisms are not available to assist these programs from contributing to continuing needs. Too often, projects which are developed at great expense and effort are not given the encouragement and support needed for them to play the role they must if they are to be of institutional importance. Systematic and planned utilization of resources requires that cooperative projects should be utilized in an organized plan for development.

2. Interinstitutional cooperation is being increasingly accepted as a beneficial practice which strengthens the teaching, research and community service capabilities of institutions of higher education. Increased implementation of cooperative projects needs to be fostered.

Acknowledgement of the need for increased interinstitutional cooperation has long been given by persons associated with individual institutions, with State and federal agencies, as well as with philanthropic organizations. Aside from sporadic and generally short-lived excursions into the field, however, the actual translation of the concept into planned and long-range actions has not taken place until fairly recently. To a considerable extent, many institutions are being compelled to view this avenue more seriously as they find themselves unable to acquire the minimum resources needed to maintain a quality educational program. To sustain and support existing programs, while assuming ever more demanding goals, mandates joint approaches in certain areas.

Funding agencies are also responding favorably to the emergence of consortia which deal with significant problems. Historically the philanthropic foundations have provided the seed funds by which informal and organized consortia at all levels of sophistication have been initiated. The very recent emphasis placed on cooperative programs in selected federal and State programs has stimulated institutional personnel to consider cooperation as an avenue of continuing importance, rather than as a short-term relationship of convenience.

Unfortunately, much of the acceptance of interinstitutional cooperation at all levels is not based upon accurate or even concrete knowledge of how consortia function and what types of limitations they operate under. In some areas particular kinds of cooperative agreements have been employed sufficiently often to prove their worth. Beyond these few areas, however, inadequate attention has been given to the evaluation and improvement of joint programs. It is clear that far more evaluation is needed, and that the information gathered should be disseminated to persons dealing with similar projects. At the present time, educators have few sources from which to acquire specific information about how cooperative ventures can be introduced and administered. Services in this direction have been offered by the Office of Management Services in Higher Education for many projects; however, the continuing dissemination of data in this regard remains necessary.

3. Financial barriers exist which are the major factors retarding an accelerated rate in the adoption of cooperative programs and they need to be overcome.

In spite of the progressive acceptance of interinstitutional cooperation as a viable course of action, many factors must be overcome that would otherwise prevent its use. Perhaps the most important of these is the innovative nature of the more significant projects. Innovative approaches to particular problems often entail a high degree of risk. Coupled with the high developmental costs associated with projects in certain fields, this factor alone helps to explain why many potential cooperative projects remain untried and unsought. Without external support for cooperation, few joint projects can be sufficiently well-planned to guarantee the expectation of success needed for a project to be implemented solely on institutional funds. Lacking this assurance, many institutions which are already hard-pressed financially are unable to enjoy the luxury of experimentation and innovation. Although some observers have felt that the extent of cooperation is not now adequate, without specific priorities having been given to the support of this type of activity, it is surprising that there is as much cooperation as does exist. Strictly speaking, the incentive to cooperate has not been emphasized or stressed by either federal or State legislators constructing funding programs in higher education. Neither have the personnel administering these programs always encouraged the adoption of interinstitutional projects. Many consortia that do exist came about solely through the leadership of institutional administrators and faculty members.

The priority given to cooperative efforts through the State-funded Higher Education Opportunity Program and through the State- and federally-funded Continuing Education Program (under Title I of the Higher Education Act of 1965) led to the formation of more consortia in those areas than had ever been created previously. To be sure, even these innovative projects are only initial efforts and much will be learned from them. Their existence, however, is a dramatic indicator of the potential number of cooperative projects that might be structured in other fields if specific incentives are available.

4. Institutional personnel need to become aware of extensive opportunities for either replicating or expanding existing cooperative arrangements, or for initiating new forms.

It has been noted that beyond relatively simple and easily structured forms of cooperation, many of the successful arrangements developed have not been adopted or adapted in other locations. After the developmental costs have been incurred in initiating these ventures, it seems unfortunate that similar programs have not been attempted elsewhere. Across the nation many exciting and potentially significant developments are occurring that expose wider applications for interinstitutional cooperation. Relatively little effort has been expended to utilize what is already known about the impact cooperative activities can achieve.

A major problem in rectifying this situation has been the absence of detailed information about what is in fact occurring within the State and around the nation. Institutional personnel rarely are cognizant of the existence, much less of the effectiveness, of the demonstration projects which are now in operation. While this report may assist in making some of these possibilities visible, the state of the art is such that new developments appear frequently enough within the State and across the nation to prevent complete reliance on it as a medium for publicizing the potentialities.

One finding that was of interest was that many cooperative arrangements existed or were developing between institutions within New York State and institutions outside of the State even though identical projects could have been completed among institutions within the State which were geographically nearer. To illustrate, one large university was engaged in discussions regarding procedures by which institutional research data could be exchanged with several other institutions in different states, even though a greater number of comparable institutions could easily have been found within a radius of thirty miles.

V

RECOMMENDATIONS FOR ACTIONS NEEDED TO FOSTER THE DEVELOPMENT OF INCREASED COOPERATION

In comparison with data collected in the 1957 study of inter-institutional cooperation in New York State by Merton Ertell, the information collected in this study has revealed some significant points of progress. The most noticeable difference focuses on the establishment of regionally organized intercollegiate cooperative centers. Although the Ertell study could only refer to the presence of similar organizations in other parts of the country, at the present time six of these separately incorporated, multipurpose institutions have been chartered within New York State and more are being contemplated. Existing centers include the Associated Colleges of Brooklyn, the Associated Colleges of the Mid-Hudson Area, the Associated Colleges of the St. Lawrence Valley, the College Center of the Finger Lakes, the Council of Institutions of Higher Education in New York City, and the Hudson-Mohawk Association of Colleges and Universities. Through their own staffs, centers such as these are able to identify, develop and frequently to administer cooperative projects for their member institutions. The creation of these centers is significant because their existence rests upon a basic, voluntary commitment on the part of their subscribing members to seek an expansion of cooperative efforts. This commitment presumes not only the continuing institutional financial and academic support for existing projects, but it also implies their willingness to seek additional areas for cooperation.

The prospects for increasing the impact of cooperative ventures is particularly good because their existence assists in overcoming many of the inherent weaknesses of less formal cooperative arrangements. Because of their concern for cooperation as a full-time activity, the staff of these consortia can bring the time and expertise to each project which is ordinarily unavailable to institutional personnel. These factors are necessary to develop and schedule the planning activities required for successful programs. Other major contributions these centers can make are to regularize, coordinate and monitor all of the cooperative activities they structure. The centralization of these functions assists in the maintenance of a climate conducive to cooperation and in the elimination of conflicts arising from institutional misunderstandings. Continuity between and within the programs coordinated by the centers is facilitated by the establishment of continuous channels of communication and through the creation of on-going patterns of interaction. These factors are of signal importance among institutions in which the turn-over of personnel is high.

It is evident that there has been a concomitant formalization of cooperative agreements at other levels as well. Interstate organizations such as EDUCOM and the College Research Center have been obvious examples of this trend, but even bilateral arrangements appear to involve specially assigned staffs, increased levels of financial support, and more importantly, acceptance of activities and goals which deal with the central internal and external problems of colleges and universities.

In general, existing cooperative projects have been highly interdisciplinary and mission-oriented. The solution of specific problems basic to the improvement of educational practices are the starting points for cooperation. Frequently these problem areas cut across traditional organizational and administrative structures of institutions of higher education. Ordinarily these projects are aimed at developing and implementing solutions to the problems at hand, thereby utilizing existing information secured through research. Many of these projects are demonstrating first attempts to employ existing information and technology in the resolution of critical needs. Furthermore, many of these arrangements are building-in the capacity for continual refinement and improvement of the techniques and procedures available.

A number of attainable recommendations have been drawn from the data collected in this study. It is hoped that serious consideration will be given to their implementation in the near future. The benefits from doing so would far outweigh the costs.

Recommendation One: The New York State Education Department should continue to expand its leadership role by stimulating increased utilization of interinstitutional cooperation.

Through the Office of Management Services in Higher Education, consultative assistance has often been made available to groups of colleges requesting aid. The willingness of the Office to further these efforts gave it a useful role in the establishment of many cooperative arrangements in the State. In particular, special attempts by the Office have been of distinct value to some groups of colleges recently discussing the formation of intercollegiate cooperative centers. Several statewide conferences held by the Office have included partial consideration of this topic, and one conference co-sponsored with the College Center of the Finger Lakes was devoted entirely to interinstitutional cooperation.*

The designation of this office as the primary office for coordinating all activities of the State Education Department relating to interinstitutional cooperation is a useful beginning in providing a visible, centralized focus for more aggressive leadership efforts in the future. As the Office develops its capability in disseminating information about existing programs, and as it becomes recognized as a source of expert administrative assistance, the functions of the Office can make substantial contributions toward the increased employment of cooperative arrangements between members of the entire University of the State of New York.

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*Burnett, Howard J. (Ed.), Interinstitutional Cooperation in Higher Education: Proceedings of a Conference. Corning, The College Center of the Finger Lakes, 1970

Additional functions that the Department can undertake to facilitate the emergence of appropriate cooperative projects are identifiable. Among these would be the following:

a. Publicize current activities of wider value and application;

b. Review funding programs that affect higher education to determine whether the procedures, and criteria they rely upon can be used more effectively to stimulate consideration of this option in proposal development;

c. Clarify the accreditation criteria applied to academic programs involving cross-registration, joint majors, cooperative use of libraries, etc.

d. Suggest regional needs identified through the master planning activities of the Department that can appropriately be satisfied through cooperative action

Recommendation Two: A statewide advisory committee on interinstitutional cooperation should be created to provide a periodic review of activities in operation and to offer recommendations for the future.

As the viability of cooperation among colleges and universities becomes accepted, many opportunities for employing more sophisticated approaches will emerge. A Regents Advisory Council, if formed, will be able to recommend areas in which additional research is needed for planning purposes and it will be able to establish a mechanism by which problems of statewide concern can be brought to light. The existence of this Council would be conducive to the creation of an atmosphere which keeps cooperation as a major component of the Regents' master planning procedures.

Under the auspices of the Council, a clearinghouse for information regarding interinstitutional cooperation across the nation could be established. A clearinghouse on the order of those used by ERIC could procure microfilm, catalogs and distribute bibliographies and publications of broad interest and importance. In comparison with the monies and time wasted in developing innovative cooperative programs, the cost for maintaining such a facility would be minimal. Feasibility studies, annual reports, newsletters, master planning documents, evaluation studies and program descriptions could be assimilated to obviate the necessity for each consortium to begin its own planning without having these sources of information available.

Recommendation Three: The Board of Regents should continue to seek legislative enactment of the recommendation by the Select Committee on the Future of Private and Independent Higher Education that planning grant funds should be made available to support innovative cooperative programs.

A major catalyst to the stimulation of more advanced cooperative arrangements would be created by legislative approval of the allocation of planning grant funds. An appropriation at the level requested by the Select Committee would undoubtedly be of direct value in securing the attention necessary to the planning and implementation of a broad variety of cooperative efforts. The availability of such a program of organized support would provide institutions of higher education in New York State with truly unique opportunities for exploring new areas for cooperative action. The leadership potential of such an effort for institutions within the State and throughout the nation is likely to present higher education with benefits far in excess of the costs proposed. The relatively modest sum invested should be a beneficial adjunct to existing programs and may well provide the basis for bringing public and private colleges and universities together in the solution of common difficulties. The presence of this program would be a substantial incentive toward eliciting constructive, cooperative arrangements across a spectrum of the many areas of academic life. This incentive would assuredly be conducive to the adoption of programs that deal with the critical issues confronting college and university operation.

Recommendation Four: The planning grant funds should be used to extend and diversify the kinds of contributions interinstitutional cooperation can make toward resolving the priority concerns of the Board of Regents.

If the planning grant funds requested by the Board of Regents becomes available, the New York State Education Department will hold an unusually strong position from which to encourage the emergence of innovative cooperative programs in higher education. The accomplishments realized as a result of their leadership will be heavily dependent upon the priorities established for allocating these funds. Accordingly, it is appropriate to highlight what appear to be some of the key considerations in the distribution of these support funds.

The effort to voluntarily create and maintain intercollegiate cooperative centers by institutions of higher education should be assisted through the program support funds appropriated. As noted earlier, the movement to establish and sustain these organizations does provide a desirable and continuous basis for building stronger programs as well as for providing a structure with which to expand and improve those programs which are created.

Serious consideration should be given to using some of the available funds for publicizing the nature and impact of existing and newly developed cooperative arrangements. Thus, support might be given for developing improved channels of information dissemination and communication. The variety of programs which are already in existence should be made more visible than is presently true. In this regard, support should also be provided for projects which have particular relevance for faculty development and training. Interinstitutional contacts on a broad basis would be beneficial in setting a long-term foundation supportive of increased cooperations.

A planning grant may be desirable for certain projects where the cost of unilateral planning would be prohibitive to an institution. High cost, and therefore the need for grants, is especially true for projects involving improved technological information processing systems. Such grants may also be necessary for projects which require a series of planning meetings between widely separated institutions.

Continuing support and priority should be given for research studies which are aimed at the independent and objective evaluation of cooperative projects. Cost/benefit analysis studies, time and effort studies, and PERT analysis of projects funded are essential for determining how similar projects in the future might be implemented with greater efficiency and effectiveness.

APPENDIX A
METHODOLOGY

The accumulation of support for increased cooperative arrangements among New York's institutions of higher education has emerged without any substantial amount of research into the effect present activities of this nature are having. In 1957, Merton W. Ertell compiled a comprehensive inventory of such activities within the State and contrasted these with similar projects across the nation. In the thirteen years since his study was undertaken, more formal and more significant kinds of consortia have appeared. Thus, recommendations by various agencies in regard to cooperation have been largely devoid of specific references to the over-all pattern such activities have produced. Whether cooperative ventures were contributing to statewide needs at the present time was only roughly known.

It was believed that a comprehensive inventory and analysis of interinstitutional arrangements at this time would serve many useful functions. The significant amount of attention given to this activity in the Regents' Statewide Plan alone would necessitate the assimilation of relevant data for decisionmaking at the State level. The availability of such information would contribute as well to the master planning efforts of the State University, the City University and the Commission of Independent Colleges and Universities.

Descriptions of existing cooperative projects could be of use to planners at the regional and institutional level as well. Projects which require outside funding are frequently selected for support because of their value as models to other institutions. Their usefulness as demonstration projects assumes that they will be given visibility. It is felt that a survey of all cooperative projects in operation can stimulate and facilitate the adoption of similar ventures elsewhere.

The 1957 Ertell study affords New York the opportunity to compare cooperative activities at that time with those of the present. Since no similar study has been undertaken in other states, this unique historical perspective offers an extremely useful basis for analysis and study. Trends in the evolution of cooperative undertakings should be discernable and should provide much insight into how these ventures can be improved.

In November of 1969, the New York State Education Department sought the assistance and cooperation of the College Center of the Finger Lakes for the purpose of implementing a study to assess and analyze interinstitutional cooperative arrangements across New York State. Particular attention was to be given to determining how these ventures are related to the resolution of some of the priority concerns identified by the Board of Regents in the Statewide Plan. The priority concerns of the Board of Regents included: 1) the financing of higher education; 2) the improvement of manpower development; 3) the expansion of higher education opportunity; 4) the improvement of teacher education; 5) the extention of continuing education; 6) the improvement of two-year colleges; 7) the increased adoption of innovative educational media; and, 8) the strengthening of the collegiate level library system. The College Center accepted this task in the belief that such a study would be of interest and value, not only to the personnel of educational institutions considering increased cooperation with other institutions, but also to other persons desirous of finding ways of meeting statewide needs in higher education more effectively and economically.

After planning discussions with the staff of the Office of Management Services in Higher Education, the College Center undertook this study.

The following objectives were included:

1) to identify and describe significant projects involving interinstitutional cooperation, particularly those which address themselves to the priority concerns of the Board of Regents
2) to analyze the contribution these projects were making toward the solution of statewide needs in higher education
3) to identify difficulties attendant to the increased and strengthened development of interinstitutional cooperation within New York State
4) to recommend actions necessary to facilitate the expansion and development of interinstitutional cooperation.

For the purpose of this study, an interinstitutional project was taken to include any joint arrangement, activity or procedure involving two or more independently administered colleges and/or universities. It might be noted that this definition specifically omitted projects which joined institutions of higher education with other kinds of educational, health and cultural organizations. There is no doubt that such arrangements play an important role in maintaining quality in the training and research programs of individual institutions. These arrangements deserve recognition and are to be encouraged; however, the limitations of time and resources imposed upon the study staff prevented inclusion of the sizable number of instances in which these projects are in operation.

The definition also excluded consideration of projects which are created as direct outgrowths of the coordinating function of the central administrations of either the City University or the State University. In a similar fashion, the study did not include projects or programs which exist between schools or departments of the same institution. Neither did it include discussion of coordinate colleges or the relationships existing between a main and a branch campus. The guiding criterion for inclusion, then, was whether a given project brought together previously separate institutions into a joint venture which helped to solve a particular problem common to these institutions.

To identify the cooperative projects in existence, several different sources of information were utilized. A specially developed questionnaire was sent to all units of the City University and State University. A similar questionnaire had been circulated by the Commission of Independent College and Universities to the privately controlled institutions within the State during the summer of 1969. The returns of this survey were used in place of another questionnaire. The incomplete returns of a now outdated survey conducted by the Office of Planning in Higher Education of the New York State Education Department were reviewed as well to identify additional cooperative practices that may have been continued, but not reported in the more recent surveys.

Information about cooperative projects obtained from these documents were supplemented through personal and written contacts with individuals associated with State and federal agencies, and with philanthropic foundations. Officers of these agencies were asked to identify cooperative projects that their office had funded or that they were familiar with. These requests led to the identification of many projects and programs that had not been noted by the institutions in the surveys.

Additional projects were identified from institutional catalogue descriptions.

Following the compilation of a complete listing of cooperative projects from these sources, personal and telephone interviews were made to obtain additional information about many of the projects. This information included data regarding sources of funding, the activities they involve, the institutions participating and the strengths and weaknesses of each project. The directors and/or other persons associated with each project were also asked if they were aware of other existing cooperative arrangements which involved their institution. This procedure led to the identification of some additional arrangements not encountered previously.

A composite inventory was organized by grouping the various projects within the geographic areas utilized in master planning by the Board of Regents. Within these areas the various projects were grouped according to the priority concerns of the Board of Regents. This method of classification was useful in contrasting the various geographic areas, and for identifying general factors affecting the extent of cooperation within each region. Some projects do involve institutions in different regions, and some involve institutions outside of the State. Since some projects could not be assigned to a particular region, two sections were added to include statewide projects and interstate projects.

Beyond the description of these projects, an analysis of the overall effect these projects were having was conducted. As a result of this analysis, appropriate recommendations were prepared that could enable wider and more effective utilization of interinstitutional cooperation.